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ABSTRACT

This proceedings consists of addresses, concurrent sessions, and other materials to address challenges facing continuing educators who must embrace the rapid pace of change while holding on to the strengths and values from the past that form the foundations of continuing higher education. Part 1 presents three addresses: "Scholarship, Service, and Integrity: Benchmarks in a Changing Landscape" (S. Evenbeck); "Two Learning Systems--Western Governors University and California Virtual University" (A. Carmer, J.M. Highsmith); and "Changing Landscape of Continuing Education" (L. Phillips). Part 2 consists of 23 presentations from concurrent sessions: "High Profile-High Risk Rewards? Addressing Controversial Public Issues through University Continuing Education" (M. Nance); "Blended Technology Approach to Distance Education Delivery" (H.T. Major, N Levenburg); "Strategies for Assessing and Sustaining Collaborative Relationships in Programming" (J.F. Donaldson); "Creating a Model for Managing Change through Partnerships" (J. Canady, N. Jackson, V. Young); "Where's the Library? Planning for Library Services for Distance Learning" (B. Hine, J. Tribble); "A Model Accelerated Degree Program--Saturday College" (B. Hodes, R. Aronson, S. Noonan); "Ten Ways to Create a Successful Development/Fund-Raising Program for Continuing Education" (A. Deutsch); "Accelerated Degree Programs: The First Five Years" (H. Moore, R. Palestini, J. Kokolus, R. O'Malley); "The Evolution of a Continuing Education Graduate Program in Mediation Studies" (B. O'Connor); "Degree Link: Model for Delivering Baccalaureate Degree Completion Programs Statewide" (L. Jensen); "Older Adult Program 1998 Award Winner: Rivier Institute for Senior Education (RISE)" (M. Burkhart); "International Continuing Higher Education (ICHE) Committee Award Winner" (M. Mitchell); "Assessing Community Need for Alternative Educational Opportunities" (K. Snider); "Incorporating Community Service into the Academic Curriculum for Adults" (R. Farmer, J. Jamieson); "Adults in the Multiage Classroom: Resisting Contormity in a Student-Centered Learning Environment" (E. Hardaway, N. Thompson); "Faculty-Staff Development: What Happened When Representatives of Historically Black and Historically White Colleges and Universities Addressed Issues Related to Nontraditional

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Students" (T. Preston, J. Hickerson, E. Powell, A.C. Patterson, J. Vondrell); "Transcending Academic Paradigm--Still Mission Impossible?" (V. Hromulak); "Adult Learners in Weekend College: An Accelerated Alternative" (D. Kelly); "Students as Customers. Would You Like Fries with Your Shakespeare?" (P. Lust); "Workforce Education and the Academy: Changing Landscape or Different Planet" (P. Brewer, P. Drake, D. Maxcy, S.R. McLaurin, R. Owens, W. Whelan, J. Yates); "Challenge to Program Quality: Educational Environments Matter" (J. DeJoy); "Adding Integrity and Value to Training and Continuing Education" (P. Walls, L. Davis); and "Facing an Uncomfortable Question: Do Part-Time Faculty Know/Practice Current Learning Principles?" (R. Campbell). Part 3 provides materials from the business meeting, including resolutions and committee reports. (YLB)

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ACHE

PROCEEDINGS

Scholarship, Service and Integrity: Benchmarks in a Changing Landscape •
Association for Continuing Higher Education
60th Annual Meeting • Fort Worth, Texas • October 31 - November 1, 1998

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Scholarship, Service, and Integrity

Benchmarks in a Changing Landscape

ACHE PROCEEDINGS

ASSOCIATION FOR CONTINUING HIGHER EDUCATION
60TH ANNUAL MEETING • FT. WORTH, TEXAS • OCTOBER 31 – NOVEMBER 3, 1998

RICK E. OSBORN
EDITOR
EAST TENNESSEE STATE UNIVERSITY

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Preface

Presented herein are the 1998 *Proceedings of the Association for Continuing Higher Education (ACHE)*. These *Proceedings* record the 60th Annual Meeting of the ACHE held at Fort Worth, Texas.

The theme of the Fort Worth meeting was "Scholarship, Service, and Integrity: Benchmarks in a Changing Landscape." Under the leadership of President Dale K. Myers and Program Committee Chair Allen D. Varner, the meeting successfully addressed the challenges facing continuing educators who must embrace the rapid pace of change while holding on to the strengths and values from the past that form the foundation of continuing higher education.

The Local Arrangements Committee, under the leadership of Diane Lovin and Robert Stakes, provided a warm welcome and a wonderful location for learning, networking, and even trying on cowboy hats.

I would like to thank Dr. Stevan Jackson, who directs ETSU's Master of Arts in Liberal Studies Program, for his invaluable help in editing these *Proceedings*. Dr. Jackson stepped in when some expected graduate student help did not materialize. He, however, should not be held responsible for any errors found within; those are mine alone.

Please accept these *Proceedings* of the Association for Continuing Higher Education's 60th Annual Meeting.

Rick E. Osborn
School of Continuing Studies
East Tennessee State University

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Part One: Addresses

ACHE
PROCEEDINGS
1998

PRESIDENTIAL ADDRESS

Scholarship, Service, and Integrity: Benchmarks in a Changing Landscape

Presenter: Scott Evenbeck, Indiana University-Purdue University at Indianapolis

Good afternoon. I did not expect, when I first attended my first annual meeting in Atlanta, in preparation for hosting an annual meeting I had inherited for Indianapolis, to give THE Monday talk after lunch one day. I remember thinking then that it was a peculiar time for a talk - after lunch. At least, I know that I had one-trial learning in teaching courses right after lunch. A strong recollection from 1985 is my asking Wayne about planning for the 1987 meeting - asking Wayne is an often-reinforced behavior.

I recall Jan Jackson's talk - Jan, ever thoughtful and on-target, was (I think) pretty anxious. As am I. And, I remember well Hal's starfish thrower. And, Mike's society of friends. And, Paula's returning student. And, Dale's careful analysis of our history.

My own thinking returns - always returns - to students. As my son has become a college student and had the good and bad experiences that we see as counselors and administrators and faculty and parents, centering on the student has become even more important to me.

My campus has traditionally been an adult and continuing education campus. When I began, nearly all the classes were in the evening. I was a little out of sync with many of my colleagues. I gave essays and term papers - as opposed to multiple choice tests. I came in the morning and then stayed through the day and evening when most of my classes met. Many arrived about noon and stayed till 10 when most of the graduate classes adjourned. We had an evening administrator, but he was in large part a hall monitor and friend to our many associate faculty. The academic departments worked with the returning students and with the young students. Most of the students who made it into the departments as majors, particularly the outstanding students, were returning students.

I became the academic advisor for about 600 psychology majors soon after I joined the campus. I have often told my colleagues that I thought there were two kinds of students in the world - women who were 38.5 with 2.3 kids who were just divorced and men who were 29.1 and had flunked out of college and served in Vietnam. They were nearly all older than I was.

I moved into a succession of administrative posts as I became more familiar with our field of adult and continuing education. I remember when the Chancellor suggested that I might like to look at the position with responsibility for our area. His speechwriter (who is a very wise man) went out of his way to tell me that he hoped I knew that there were professionals who studied adult and continuing education, people who really knew about our area.

That was a helpful reminder. Practice alone isn't enough. ACHE - the Journal, the meetings - has been enormously helpful. I came to realize that the study and practice of adult and continuing education had been, was, and would continue to be my area. Because, you see, I think what really matters is centering on the needs of students - all students. We are the ones

- Who make sure that office hours don't end at 5
- Who make sure we don't close at lunch
- Who develop new courses, new curricula, new degrees to meet needs
- Who use new technologies to serve student learning
- Who connect with partners in the community to get the job done
- Who provide the context for academic departments to cooperate in meeting student needs

What I knew, more implicitly than explicitly, was that our campus was an adult and continuing education place—a place where students could come to learn. Jim East invented Learn and Shop at IUPUI. I taught the first and many subsequent semesters in the program, being disturbed only the time when the training room for our class was too close to Santa's train (which went AROUND and AROUND and AROUND) as we were completing the semester. IUPUI had the largest Weekend College. We were the place where Pat Boaz implemented as barrier-free an advising office for all returning adults as I have ever seen.

Our keynoter yesterday was very articulate on our role in our institutions. And, she was very articulate on how students may well have talent and motivation but not succeed. She argued for a talent development model and for centering on students. That is our theme for our association, our society of friends, for the year:

CENTERING ON STUDENTS

We know how to do that best. That's what we've been doing. But, my recommendation is that we highlight our focus on students, on their learning, on our means of fostering that learning, on our efforts in measuring and articulating the impact of that learning, on continuing to be the gateway for more persons into the university. We will do that best as we invite students into the conversation. Your campus is probably like mine. Students get symbolic invitations to serve on committees, and they produce symbolic attendance. I am not talking about symbols though I think they're important. I suggest that we invite our students into dialogue on their expectations, their involvement, their assessment of their learning. We're in the best place in higher education to enter into that dialogue. We're the leaders in the prior assessment of learning. We're the leaders in providing time- and site- and technology-convenient learning. We will do better if we can provide the contexts where students can be articulate and where we can hear.

And, we need to think about what we're doing. One of the speakers we have had at our meetings over the years, thanks to Pat Lawler, who's made great impact on my thinking is Steven Brookfield. I think it was Schon who coined the term "reflective practitioner," but it is Brookfield who made that term come alive for me.

We have to be reflective about our work. We cannot go onto automatic pilot. We can't assume that we have the formula or the recipe and then keep using it again and again and again.

The students are changing. We're changing. Society is changing. Our meetings have been my best place for learning about and understanding better who we serve. Remember the Hudson Institute speaker who in 1987 talked with us about "Workforce 2000"? The year 2000 is nearly here, next year's meeting is one year to countdown. And, that speaker at our annual meeting in Indianapolis was right.

Our students are very diverse. He talked about how we had to learn to serve diverse students, to bring students into higher education who hadn't been here.

Can we do better?

Our city has practically non-existent unemployment. Who knows whether things can continue? But, for now, we have a situation where the human resources managers really want to get to know us - they need our graduates. There aren't enough workers to go around. And, if your city is like mine, I get very worried that too much of the employment base is being filled with persons in jobs that aren't good enough for them, not good enough for their futures, not good enough for the nation's future.

Indiana was and is a big-time manufacturing state. But, the number of workers required to keep us #1 in steel production is a fraction of the workforce that maintained that position twenty years ago.

- What are our citizens doing?
- What are we doing to serve them?
- Can we use our focus on making higher education accessible to all more targeted at meeting the needs of first generation and low income students?
- Can we focus on increasing diversity?

Several months ago, I had the chance to visit educational and outreach centers in the Los Angeles area. Everyone I met articulated that it is the most diverse place on the planet. It probably is.

During that visit, I was taken with the intensity of the debate on bilingual education. One thoughtful person, ruminating on one fulmination, said something about how the area's first language was actually Spanish.

I couldn't help thinking about my own forays into family history. All the ancestors I have been able to trace, save one, arrived here in the 17th century. The German half of the family came through Germantown across Pennsylvania into eastern and then northwestern Ohio. When I've tried to study parish records, I find them written in German until World War I. My dad says that his grandfather talked "dutchy." I think that means the family spoke German when he was growing up. They had been here over 200 years, using their language.

I guess I'm willing to have other families have their 200 years as well.

What can we do to serve our diverse citizenry?

A hallmark of IUPUI's noncredit programs was excellent leadership in marketing, by Harriett Bennett, a colleague you may remember from the days she edited Five Minutes. She showed that our clientele was upper and upper middle class white women from the north side of the city, well educated persons.

These are persons with education, with resources, with time to take advantage of continuing to learn.

What about the rest of the city? What about taking up our speaker's challenge from yesterday - making certain our institutions reflect our communities? My outline for our theme for ACHE stresses

FIRST, we know how to work with students. I don't think, though, that we're making the impact on our institutions of which we are capable. What does out keynoter's statement "We're becoming you." mean? We're in the center. We focus on students. We need to continue to be change agents - change agents centering on students. We need student input to do this.

SECOND, we probably are the reflective practitioners at our institutions. But, how can we move more strongly into that role? What practices can we implement so that we make certain that we take the time to be reflective, to focus on data, to know what's going on, to measure student learning? I am convinced that the articulation of the importance of student learning, coupled with qualitative and quantitative data, will be transformational for our institutions.

THIRD, I think we have a long way to go in recruiting and retaining diverse persons. What can we learn from our past and present efforts that would increase accessibility and success in adult and continuing education. Our association, in partnership with Kellogg, has made a significant commitment in addressing this concern. But, putting students at the center, and reflecting, and focusing on data, have to be called into play in our effort to serve all potential students. More than ever, educational attainment is the gateway to full participation in our society. There are discouraging reports on the concentration of resources in fewer hands and the dwindling of promise for an increasing proportion of our citizens. One editorial talked about the marked distinctions between first-class and the rest of us. But, there are a lot of people not on the plane.

The theme I suggest for the Network of Leaders for Lifelong Learning for this coming year, only a couple months before the biggest of all New Year's Eve parties is "CENTERING ON STUDENTS: Adult and Continuing Education at the Core of the University Reflection and Assessment Leading the Way in Increasing Access and Success."

Thank you.

Two Learning Systems - Western Governors University and California Virtual University

Presenters: Amy Carmer, Manager of Public Policy at the Western Governors University Foundation and James M. Highsmith, founding director of California Virtual University Foundation

With the development of the Internet (and now Internet II) has come the advent of the virtual campus or "virtual university." Distributed education courses (such as correspondence and television) have long allowed students who could not attend regular college classes to achieve their degree or continuing education objectives. Advances in modern communication and computer technology have increased the opportunities to use new methodologies and pedagogy to provide distributed education and distance education.

For teaching faculty, this means new resources and tools will be available to enhance instruction. It also means there will be a period of experimentation and learning about effectively using these new tools to best achieve educational objectives for their students.

What Is A "Virtual University?"

The virtual university, whether created by one college or a group, replicates the campus services - e.g. advising, library, bookstore, and financial aid - needed to meet students' educational goals. It provides technology-mediated instruction to students, perhaps from several colleges. It may use forms of technology-mediated instruction ranging from courses presented completely online (using the Internet or an intranet) to courses that include mediated components such as content provided on videotape, audio recordings, or CDs.

Methodologies used in technology-mediated courses may be synchronous (employing simultaneous communication for participants) or asynchronous. Typical asynchronous modes include course web sites, streaming audio over a network, electronic mail, listserves that send e-mail, or discussion groups that are available to all registered users. Each mode allows the student or faculty member to get materials and communicate at times convenient to the participant.

Synchronous modes include live satellite television, network chat rooms, two-way interactive compressed video and audio, and one-way video with telephone audio connection to the receive sites. Like the face-to-face classroom environment, synchronous modes require the students and teacher to participate in the same "real" time.

"Virtual" Will Approximate Real.

Because bandwidth (capacity) to carry communications will increase and become cheaper in the next decade, more robust forms of two-way communication will become common: internet

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telephony, two-way live audio-video from desktop computers, and streaming video with audio. This increasing capacity coupled with new wireless communication technologies will open up unprecedented opportunities for professors and students to closely replicate the "face-to-face, breathe-the-same-air" classroom. As the ad said: "This changes everything."

Initially, matriculated, on-campus students will be the greatest users of technology-mediated instruction. These students, who are achieving part of their on-campus degrees through technology-mediated instruction, will have student services such as advising, library access, and textbook sales provided at the campus. Distant students, however, may not have the advantages of being on or near a campus.

A "virtual university," therefore, must assure availability of educational services and support to students whether they are learning in a distant or proximate virtual environment. Indeed, on-campus students will soon come to expect library, advising, and other services online.

The Task of Increasing Student Access Using Technology.

Once the challenge of providing such educational and student services is met, post-secondary education becomes available to more students who are place bound, are restricted in time by work or family obligations, or face personal or economic limitations. Serving these students at a distance will require new approaches in teaching, in funding, in financial aid, and in faculty support.

Faculty members who use technology in teaching, especially in distributed education, require additional resources and expert staff assistance from their institutions. Teachers in an online environment must spend substantial extra time in preparing and teaching courses, in working with technical and media staff colleagues, and in developing knowledge and experience with new methodologies. Even adding a simple component such as email to a face-to-face course may entail significant faculty time because of increasing and continuous communication with students. Workloads will likely increase and should be fairly adjusted by the institution. Issues regarding the ownership of the materials created for technology-mediated instruction must be equitably determined if creators and creativity are to be encouraged.

All of this is to suggest that the future portends many new challenges and opportunities for college faculty. The potential is increasing for using advanced web-based pedagogy to teach sophisticated concepts in an environment that encourages active learning and the creation of learning communities. Information resources on the World Wide Web are expanding at a furious pace as businesses, governments, educators, and other groups create Internet sites to disseminate information formerly inaccessible to the average person, faculty member, or student.

Desperately Seeking Productivity.

State policy makers often perceive the use of technology in teaching to be a cost saving device and as a way of stretching faculty resources. Hardware and software are both expensive and quickly outdated; training and maintenance needs are significant but mostly ignored or minimized. Experience tells us that the use of technology increases costs of education and places new requirements on faculty that may not yield the productivity policy-makers would like.

Faculty members may eventually achieve **their** definition of productivity - more learning per course - but not without a countervailing initial investment of time and effort. Neither can faculty members teach infinitely larger classes using technology if quality is to be preserved and the goals of education are to be achieved. At reputable colleges, "canned" courses cannot replace faculty. The dynamic nature of knowledge and a faculty member's role as mediator and synthesizer in presenting ever changing material guarantee those "canned" courses are quickly outdated.

California Virtual University.

The California Virtual University is a collaborative designed to increase the availability of technology-mediated instruction created by California's public and independent colleges. It does not grant credit or degrees; its participating institutions do. Its mission is to bring California higher education to more full- and part-time students as well as people (such as employees and professionals) seeking continuing education, using the Internet and other advanced communications technologies. The collaborative is designed to assure that the accredited campuses granting degrees, certificates, and credits maintain quality control.

To date, 103 WASC (Western Association of Schools and Colleges)-accredited California college and university campuses are participating (6-UC, 20-CSU, 60-CCC, and 17-Independent campuses), offering 1758 courses (140 from UC, 467-CSU, 930-CCC, and 221-Independents) and 108 programs (1 from UC, 51-CSU, 16-CCC, and 40-Independents). Our CVU web site has had over 1 million hits, with over a quarter of that occurring in August and September 1998. The current average time visiting our site is 9 minutes. We have 11,000 subscribers seeking notification of upcoming courses, with over 3,000 subscribing in August and September 1998.

What follows is the Academic Plan that was developed by the CVU Design Team appointed by Governor Wilson in April 1997. It contains a set of good practices that campuses that participate agree to follow. CVU's decentralized model permits the participating campuses (or faculty) to decide such issues as standards for enrollment and/or admission, scheduling, class size, intellectual property rights, fees, workload and so on. Educators from many countries have expressed interest in our model and the coursework provided by California colleges. As CVU matures there will be greater opportunities to collaborate with higher education institutions throughout the United States and abroad.

California Virtual University
A Collaborative of California Colleges and Universities
California Virtual University
Jim Highsmith, Professor of Business Law,
CSU Fresno
www.california.edu
Distance Education Market
- 2.5 million Internet users in California.
  5 million by 2001 (Pacific Bell)
- 8 million California adults using continuing education or training
- 29% of Internet users interested in education over the Net (FIND/SVP)

Market Drivers
- Tidal Wave II — 500,000 additional higher education students by 2005 in California
- New emphasis on life-long learning

California's Niche
- Most Internet-oriented economy in the world
- World-class higher education institutions

Unique Model
- Open to all WASC-accredited California campuses
- Not a government agency
- Self-funding
- Quality control retained at campuses with faculty-campus control of content
- Intellectual property owned by faculty and/or campus
- Campus participation cost - free or low
- Market approach to technology mediated instruction (TMI) to keep costs low
- Foundation Board of Directors - faculty and academic administrators
- Representation from 3 public segments of higher education

plus independents
- Business advisory committee
- Regular programs for matriculated students — plus continuing education
- Matriculated students identify home campus for advising and degree; pay regular fees
- Connecting faculty and learners is focus -rather than either the "teacher-centered" or "learner-centered" paradigms
- Facilitating articulation, especially for public institutions and for majors

Objectives
- Make the best of California education available to students throughout the world anywhere, anytime
- Aid competitiveness by fostering a 24-by-7 learning environment in California
- Establish California as a prominent brand name for online and distance education globally

Assumptions
- Participation by all higher education segments
- Accreditation to remain with the participating public and independent colleges and universities
- Start-up funds from state resources, corporate sponsorship, and foundation support

CVU Sponsors - PacBell, Cisco, ITP, Oracle, Sun, Sloan

Institutions Eligible to Participate

• California Community Colleges	106
• California State University	22
• University of California	9
• Independent California Colleges and Universities	164
– TOTAL	301

Current Participation

• California Community Colleges	60
• California State University	20
• University of California	6
• Independents	17
• TOTAL	103

Breadth of Offerings
- Currently 103 campuses offering online and/or distance education classes
- More than 1750 courses, 108 programs available
- Certificates to Ph.D programs

Developments
- Site — http://www.california.edu
- Pilot Catalog July 28 Virtual Ribbon Cutting
- Stanley Chodorow named CEO in August
- 250,000 web site visits in August/September
- Average online visit 9 minutes
- 3000 new subscribers in August/September

Catalog provides:
- Single search vehicle
- Key word search
- Course/subject notifier
- Exit to registration and enrollment at campus
- Future advising function

User Registration

Challenges
- Articulation of courses and programs to ease student mobility
- Collaboration - course and program development
- Funding for infrastructure
- Quality control

Achieving Excellence in a Changing Landscape: A View from the President's Office

Presenter: Diana S. Natalicio, The University of Texas at El Paso
Presider: Robert L. Stakes, The University of Texas at El Paso

Recorder: Lisa DiBisceglie, Caldwell College

Public/Private Partnership: An Evolving Paradigm in Higher Education

Presenter: Irvin D. Reid, Wayne State University
Presider: Barbara A. Roseboro, Wayne State University

Recorder: Arthur Hoover, Eastern Michigan University

The Changing Landscape of Continuing Education

Presenter: Louis Phillips, Louis Phillips and Associates, Greenville, SC
Presider: Regis M. Hail, Southwest Missouri State University
Recorder: Jim Verscheren, Elderhostel

As I prepared this presentation I interviewed a number of ACHE members to identify how continuing education is changing at their institutions. Their comments are summarized below.

- increased competition, both internally and externally
- decentralization and identifying a new role for CE
- pressure to produce profits
- distance education and related issues of faculty, intellectual property rights
- increased use of contract training and the performance improvement of employees
- greater accountability for colleges and universities
- forming partnerships with others
- competition faced by small colleges

Continuing educators are feeling the impact of much larger issues that are affecting all segments of society. Every few hundred years Western society transforms itself, its values, social and political structure, arts, and its key institutions. (e.g., printing press, Protestant Reformation, Renaissance, American Revolution, Industrial Revolution). We are currently in such a transformation identified as the "information age" or "post-capitalistic society."

Vast amounts of capital were required in the Industrial Age to build factories and institutions. Those who possessed the capital were the most powerful people in society. In the Information Age, knowledge is replacing capital. Those who accumulate knowledge and know-how are now emerging as societies' leaders. Vast amounts of capital that were needed in the past are often not needed today to accomplish things. We're experiencing a transition in power, a shift described by Toffler (1990)

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in his book, Powershift. He explains how the entire structure of power that held the world together is disintegrating with a radically new structure of power taking form at every level of society. Artificial intelligence and expert systems provide new ways to concentrate expertise. Those who are truly skilled, he says, know how to use their new power resources. We're seeing this as new CE providers emerge and competition stiffens.

Technology, which allows information to be gathered and transmitted quickly, is fueling the transition. Information and knowledge are great equalizers, and technology is making this equalization process happen much faster. The emergence of new providers and services is eliminating educational monopolies at all levels. Decentralization is occurring within your institution because other units also want a piece of the action. What you're experiencing is being driven by ECONOMICS, not politics. As financial resources become scarcer in higher education institutions, units begin are beginning to scramble for resources. The increase in the number of part-time students holds vast potential for these units, and continuing education departments are often being trampled in the process.

I remember when part-time students weren't very important to the institution, (1) there was no financial aid to part-time students, (2) the ratio of full-time to part-time faculty was important, (3) the continuing education department had exclusive rights to administer continuing education programs, and (4) accrediting bodies viewed non-traditional as suspect. Do you see the ECONOMIC connection here with what is occurring? Let's examine what is happening in continuing education outside of higher education.

Professional and Trade Associations

I estimate that as many as 25,000 international, national, and state associations are offering continuing education. Continuing education is viewed as the primary benefit of member-ship as well as being a major source of revenue for associations. Memberships are becoming increasingly diverse and fragmented. Even though most associations have developed a good product mix of educational products (e.g., live programs, publications, audio and video tapes, CDRs), they are struggling with increased competition and growing member diversity. Most rely on committees of volunteers to identify program topics, an increasingly outdated method of program decision making. My organization makes a living by conducting needs assessments, a service that higher education institutions could easily provide.

The growing mandatory continuing education movement provides many opportunities for associations to expand their continuing education programs. Associations have also developed over 500 certification programs that have greatly enhanced their revenues.

Business and Industry

Education in business and industry is the fastest growing educational enterprise and serves an estimated 55 million employees. Organizations have realized that education and training provide a definite competitive advantage. Many organizations now form partnerships with higher education institutions, yet the majority have found higher education unable to meet their growing demands for trained employees. A 1997 survey of business and industry that examined the most important criteria for selecting an educational partner reveals the major criteria to be *flexibility*, followed by *responsiveness* and *shared vision*. Last on the list was *prestige*.

About 1600 corporate universities have been established. The term "universities" is an umbrella term that encompasses all of an organization's education and training programs. These include the Arthur Anderson Center for Professional Development, Arthur D. Little School of Management, Bank of Montreal Institute for Learning, Disney University, and Motorola Management Institute. A growing number of these have received regional accreditation and award their own degrees. The Arthur D. Little School of Management is the first to be accredited by the AACSB - the American Assembly of Collegiate Schools of Business. Jeanne Meister in her book, Corporate Universities, says that "this entrance of the private sector into the role of educator is placing serious pressure for transformation on America's 3,632 institutions of higher education."

Proprietary Providers

Proprietary providers of continuing education come in all shapes and forms ranging from magazine and book publishers, banks and investment firms to full-fledged colleges and schools. The provider receiving the most notoriety is the rapidly growing University of Phoenix (UOP) with its 42,000 students. It is accredited by the North Central Association of Colleges and Schools. UOP is part of a publicly held corporation called the Apollo Group, Inc., listed on the Nasdaq exchange as APOL. The Apollo Group also owns Western International University (AZ), Institute for Professional Development, and the College for Financial Planning which it recently purchased. The corporation owns no real estate or libraries. Revenue for the past twelve months was $354,000,000 with a net profit of $43,300,000. Dividends, rather than being distributed to stock holders, are being reinvested to fund expansion. Its growth rate for 1998 is 36% and it is projected to exceed the industry growth rate of 25% over the next five years by 5%.

A recent *New York Times* article (Oct. 7, 1998) describes how New York University is creating a for-profit subsidiary to sell specialized courses to other colleges, corporate training centers, and to students at home. This effort is a direct response to profit-making institutions like the University of Phoenix. Setting up a for-profit corporation makes it easier to attract investors. NYU estimates it will take $20,000,000 - $30,000,000 to establish a beachhead.

Another for-profit corporation is DeVry, Inc. - long known for a series of technology schools. DeVry now has 15 institutes that award technical associate and bachelor of science degrees. It also owns 25 Keller Graduate Schools of Management in the U.S. and Canada, along with the Becker CPA Review program in 170 locations. Sales for the past 12 months are $365,000,000 with net income of $32,000,000.

Sylvan Learning System, Inc. is another rapidly growing education and testing corporation. Sylvan continues to grow through acquisitions and has formed partnerships with Microsoft and MCI. The MCI venture is named Caliber Learning Network and will offer adult continuing education. Sales for the past 12 months were $311,000,000 with net income of $23,300,000.

Higher Education

A number of your institutions have developed new and innovative programs. Some of you are collaborating with Apollo's Institute for Professional Development. Others are collaborating with the University of Phoenix offering degree programs.

Most institutions don't know how to respond to this increased competition. Accrediting agencies don't know how to react to these new actors in higher education. In addition, the states are increasingly imposing accountability standards on their educational institutions - standards that have little or nothing to do with educational quality. What is lacking is a focus on the quality of learning, not how it is delivered, but what is delivered.

Colleges, universities, and continuing education departments are having to face a new landscape that is driven by economics and fueled by technology. You can approach the future seeing nothing but threats, or you can approach it seeing nothing but opportunities. Power is shifting, according to Toffler, to those truly skilled who know how to use their resources.

Part Two:
Concurrent Sessions

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1998

WORKSHOP

High Profile-High Risk Rewards? Addressing Controversial Public Issues through University Continuing Education

Presenter: Margit Nance, Simon Fraser University
Presider: Peter K. Mills, Retired, Nova Southeastern University
Recorder: Kelli E. Pugh, Wayne State University

What are the issues facing our communities in 1998? What are the key issues facing Canada as a nation and how are those issues interconnected with those facing other nations around the globe? The answers to these questions are lengthy and complex, and they vary by region of the globe, by ethnicity, by socio-economic status, by type of government in place, by circumstance of nature, such as natural or man-made disasters, and other variables. At the risk of overgeneralizing, we can reduce these many issues to the few that are clearly fundamental and constant through time, the ones that occupy our society, our communities, families, and us as individuals: peace and security, health, education of the young, economic opportunity, and spirituality. The subtext to these issues is often of course the question of who has power, who does not, who wants it, why do they, and how are they attempting to get it? And it is on this continuum that most issues play themselves out and with them the activities of governments, organizations, institutions, special interest groups and individuals.

Looking at Canada, and the United States, for that matter, what have been the role and the record of universities in the resolution of issues that confront society? There are two obvious roles that are central to the mandate of universities and directly and indirectly contribute to the resolution of issues. They are of course research/teaching and the participation of faculty in think tanks, issue-specific centres or institutes, dedicated to particular public policy issues. Universities also contribute by making the expertise of their scholars available to government inquiries and studies and by the focused research on contract for business or government that faculty engage in. While universities make these contributions to the resolution of public policy issues, I would submit that they are no longer sufficient if we are to recapture and strengthen the universities' distinctive and central role in society.

A number of developments have blurred the boundaries between universities and their communities: programs are delivered in various modes and places, face-to-face and at a distance; university teaching resources include more and more sessional and part-time community-based instructors; program partnership models with industry and government have further blurred the lines between universities and other institutions; in answer to reduced public funding, cost-recovery-based and market-driven credit and non-credit programs are proliferating in universities, making some of the programs indistinguishable from private-sector education programs; new degree programs, tailored to meet the needs of particular clienteles, are being developed as fast as they can be approved by university senates. On one level this blurring has been beneficial for universities, in that it demonstrates how well universities are adapting to serving the changing educational needs of society and integrating them seamlessly into their communities.

At the same time, however, the old perception that universities operate on a top-down, inflexible, bureaucratic, isolationist ivory tower model of education and community participation still exists, in spite of our efforts to communicate the dramatic changes that have taken place in our institutions. A case in point, the debate about appropriate accountability measures for universities has been heating up.

This paper addresses three key questions: first, in what ways can universities provide leadership, add value, and participate more effectively in the debate and resolution of critical public policy issues facing the local, national and global communities of which they are institutional citizens? second, how can they better communicate these activities and assume a more central and recognized role in the resolution of public issues? and third, how can continuing education units and programmers assist universities in achieving that critical goal?

First, universities could, through the President's Office, make an institutional commitment to public policy debate by identifying those issues that are of critical concern to their communities. Criteria for choosing the issues should include institutional credibility in the field or issue in question or credibility and track record in convening academic and community resources for addressing public policy issues. Large urban universities might select very differently than smaller universities tied closely to their immediate communities. Universities would also differ in their selections according to their academic strengths and concentrations. A university might choose one single issue with a number of components that would be addressed in any given year, or it might choose several unrelated issues.

Ideally the issues should be identified by a small group of faculty, students, continuing education programmers, one or two community persons, a person from the media and public relations arm of the university and a person from the media. The focus should be on adding intellectual and practical value to the debate of the issues in question, on stimulating interdisciplinary research and in-depth analysis, on convening the multiplicity of community groups and interests, and communicating the results widely. The choice of issues should be driven by the needs in the community, and by the university's desire to exercise intellectual leadership and citizenship rather than a desire for economic gain. Sometimes the issues chosen will attract substantial external funding for financing the programming, and sometimes not. The commitment by the university has to be constant from issue to issue for this institutional public policy focus to succeed. The programs created around the issues can be small or large, depending on the nature of the issue and the resources that can be assigned or developed. Most critical for the credibility of the programming is its quality, its political and ideological impartiality, and the courage with which issues are addressed.

Second, how can universities better communicate their participation in the resolution of public policy issues? Going back to the model described above, and the proposed make-up of the small group appointed by the President, an effective programming/communication/marketing continuity is already achieved. The mechanism chosen for addressing the issues, be it a forum, course, think-tank seminar, book, television program, or whatever format, is most important, as is who the best resource people are. Who are the best people in the academy, both at the host university and others, and who are the best people in the community that can be brought together to do justice to this issue? Continuing education programmers and external members in the group will be able to make important recommendations in this regard as will the persons from the media.

The programs on the issues should be widely publicized, utilizing both the mechanisms of the university as well as those in the community. There should be follow-up to the events in the form of reports, information sheets to important constituencies, strategically developed listserves, and so on. It would contribute greatly to the credibility of the programming for the President and the President's Office to always be front and centre. This would signal the seriousness with which the university is approaching this enterprise and would facilitate the programmatic (as opposed to purely ceremonial) engagement of senior members of the business, government and non-profit communities.

Incidentally, these will turn out to be many of the same persons who Presidents are already cultivating in their attempts to

communicate the university and develop partnerships and resources. Thus this kind of programming can be a valuable tool for Presidents to communicate what universities can do, how they are relevant and accountable and how society can use them much more effectively in creating new knowledge and searching for new solutions for its problems.

Third, how can continuing education units and programmers assist the university in establishing a leadership role in the community with programming in the public policy arena?

Our units must assess whether our community and our university could benefit from taking on high profile issues and programming them. If we cannot add value, or the field is overcrowded or overpoliticized at any given point in time, then perhaps we should not. But once we decide that we want to program in this area, we need to build alliances with natural partners within the university and outside of it. We also need to allocate some seed money, (even a small amount can be significant here), for some initial issue research followed by a formal proposal to the Vice-President-Academic. The Vice-President's Office must give unqualified support to this enterprise for it to succeed in taking the proposal further to the President's Office.

Some units will be reluctant to go this route, given the many other programming interests they are attempting to move forward. But a small and intense commitment by one or two staff and the support of a few key faculty and administrators could move this initiative forward nicely. With the many competing interests and proposals that flood the Vice-President Academic's and President's Offices, it is key that a proposal to pursue high profile, potentially political risky programming be very simple, require little if any infrastructure or resources from these offices, but request their full sanction and support.

Strong faculty and community participation and support for the program will go a long way toward gaining acceptance for the proposal. A strong focus on the potential issues to be addressed and why the university must address them, rather than on infrastructure considerations, will also go a long way for gaining interest. And, finally, the willingness of the continuing education unit to program and administer on behalf of the university would be a strong selling point as well.

What are the benefits and risks to the university to conducting issue-based programming? The benefits include the creative gathering and application of expertise resident in the university and elsewhere to a particular issue that is high on the public agenda, and demonstrating the university's leadership. This can lead to further programming, research contracts, opportunities for students, and the communication of the university to its many publics. It is a cost-effective way to communicate through what the university does best, namely education, as opposed to some of the one-off expensive public relations exercises that some universities have recently engaged in. The benefits accrued to continuing education in an institution by making it a critical tool of the university, speak for themselves.

There are, however, also a number of risks, which have to be carefully considered. Anything that goes wrong is also immediately high profile. For example, picketing around a program site, letters of disgruntlement, media critique, all of this would also be by definition in the President's Office, a scary thought. However, if the commitment is there within the university to program courageously, impartially, inclusively and committedly, I would propose it is a risk worth taking and one we must take as institutional citizens in our communities.

At the end of the day, universities must remain visibly and centrally engaged in the resolution of public policy issues. Not to do so would be to miss a major opportunity that universities have to demonstrate their relevance and currency and could lead to an erosion of public support. University continuing education is uniquely positioned to help our institutions to be a central player in the fray of public life.

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1998

WORKSHOP

A Blended Technology Approach to Distance Education Delivery

Presenters: Howard T. Major, Distance Learning Dynamics; Nancy Levenburg, Grand Valley State University
Presider: Veva Vonler, Texas Women's University
Recorder: Barbara A. Roseboro, Wayne State University

There is an adage that states "when all you have is a hammer, everything looks like a nail." Unfortunately, this statement typifies the approach taken to distance education course development by many colleges, universities and schools. In many cases, a single, distance education technology has been implemented by the institution, and faculty are expected to make all course and program objectives and learning activities conform to the attributes and characteristics of that technology.

For example, for the past several years two-way interactive television (ITV) has been among the most frequently implemented distance education technologies. Faculty members are scheduled to teach courses via ITV and sometimes (but not always) provided with professional development opportunities to allow them to learn to use the technology. Typically, the only supporting technology that is used with ITV systems is the "fax." Other distance education delivery systems such as on-line/Internet computer communications, videocassettes, and telephone audioconferencing, are often ignored and not made accessible to ITV faculty members.

The results have been predictable. Students and faculty members found that the ITV system worked well for facilitating learner achievement of *some* course goals and objectives, but was an abysmal failure for other course goals and objectives. Overall, student and faculty satisfaction levels with ITV systems have often been lower than anticipated. This is typically very disappointing to the institution's administrators who had supported substantial expenditures on ITV infrastructure and implementation. In some instances this result is being met with a "throw the baby out with the bath water" response, with some faculty members, students and administrators concluding that distance education is flawed as a concept, and cannot lead to user satisfaction and/or high levels of academic achievement. Distance learning practitioners in other institutions have concluded that it is the ITV delivery system that is lacking, and are advocating delivery of distance education courses via on-line/Internet technologies. Unfortunately total dependence on on-line/Internet delivery has the same critical flaw as ITV course delivery, i.e., it is a single-technology approach and any single technology will be appropriate for *some* instructional goals and objectives and inappropriate and ineffective for others.

This pattern has led some distance education course designers to conclude that what is needed is a multiple-technology approach to distance education course and program delivery. In the multiple or "blended" technology approach, the organization makes a wide range of distance education technology options available to faculty members arid instructional designers who plan the delivery of distance education courses. For each course, the instructional or learning objectives and the characteristics of the learners form the basis for the technology application decisions. Thus a learner-focused and outcome-driven model for instructional delivery replaces the "technology-driven" model that is currently typical. With this logic in mind, many distance education planners argue that replacing technology-driven models with a learner-focused, outcome-based "blended-technology" distance education model will result in increased learner satisfaction and increased attainment of learning objectives by students.

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The Technology Toolkit

The technologies which are essential to the success of a blended-technology approach to course and program development are often described as comprising the distance education "technology toolkit." They typically include interactive television/video teleconferencing equipment and facilities, on-line/Internet course delivery hardware and software, video production facilities, access to nationally-produced and typically, leased video-based "telecourses," audioconferencing hardware and software, audio production equipment and printed materials production equipment (Figure 1.1). Distribution infrastructure is also essential, e.g., a system for duplicating and mailing videocassettes to distance learners). Professional development processes to help faculty learn to optimally utilize all components of the technology toolkit must also be planned and implemented.

In the fall, 1997 academic term, a course development team at Grand Valley State University in Grand Rapids, Michigan developed and implemented a pilot-test of a "blended-technology" approach to distance education course delivery. The course, was "Educational Research and Evaluation" a graduate-level course required for students in several degree programs. Students were teachers in K-12 systems located in four West Michigan cities, Petoskey, Traverse City, Muskegon and Allendale (adjacent to Grand Rapids). Technologies deployed were two-way interactive television, mailed videocassettes of course lectures, a PBS-produced telecourse, two audioconferences and two types of on-line computer communication; electronic mail and use of a "listserv."

Student satisfaction levels were measured for each technology and for the "blended-technology" approach as a whole. Academic achievement of course goals and objectives was measured, and compared to academic achievement by former students in that same course taught by that same instructor in face-to-face and interactive television delivery formats.

Results found high levels of student satisfaction with regard to use of technologies such as viewing of videocassettes and using e-mail which allowed students to "timeshift" and participate in the learning activities in accord with their own schedules and which allowed opportunities for repetition. Lower levels of satisfaction were recorded for "synchronous" distance learning technologies such as audioconferencing which forced students to participate in instructional processes at set times. Students expressed a desire for more opportunities for interaction with one-another as would be offered by computer conferencing software packages that are more "discussion-friendly" than a "listserv."

Academic achievement was measured by two exams, one short paper and a submitted research proposal consisting of three components; a) a problem statement, b) a review of related literature and c) a methods/procedures section which focused on research design and measurement strategies. The instructor found student performance to be virtually identical with performances of students in the same course delivered either in a traditional "face-to-face" format or via interactive television.

WORKSHOP

Strategies for Assessing and Sustaining Collaborative Relationships in Programming

Presenter: Joe F. Donaldson, University of Missouri - Columbia
Presider: Bobbie Walls, Wayne State University
Recorder: Jerry Ann Smith, The University of Georgia

Collaborating in continuing education programming is becoming an increasingly important strategy. It is a way to deal with competition, reduce financial risks, share resources, and develop connections with practitioners and their worlds of work. Collaboration is, however, a very complex strategy. It requires making important decisions about if, when, and with whom to collaborate, making judgments about the intensity of collaboration needed, and assessing programs and relationships to ensure the collaborative relationship remains healthy and productive.

The major focus of the continuing education literature on collaboration has been on the decision to collaborate in the first place, usually focusing on weighing the costs and benefits of doing so (e.g., Cervero, 1988). Much less has been written about judgments required once the decision to collaborate has been made. Therefore, the purpose of this paper is to briefly review ways to assess the level of collaborative intensity required for programs and the collaborative relationship itself. [More detail about these and other aspects of collaborative programming are found in Donaldson & Kozoll (in press), from which information in this paper is drawn].

Program Complexity and Collaborative Intensity

Not all programs require the same collaborative intensity (the amount of investment each organization makes in the risks and benefits of the collaborative effort). As the level of intensity increases, so too does the need for collaborators to be attuned to a number of factors: assuming and sharing collaborative leadership roles; developing trust and ensuring fair dealing; attending to changes in the relationship that impact its health or fragility; and balancing a number of tensions, including striking the appropriate balance between formal and informal governance of the effort and between getting work done and building and sustaining the relationship. To aid in assessing the level of intensity required, a three-category typology of program complexity and scope has been developed. Categories in this typology are broad and exist on a continuum from lower to higher levels of complexity. Each is defined using several dimensions (e.g., program duration, planning complexity, diversity and nature of organizations' interests in the program).

Programs of low complexity and limited scope tend to have narrow and clearly defined topics and potential audiences. Programs are short and the amount of planning detail called for is limited. Financial risks and gains, need for program accountability, time and energy required for planning, are likewise relatively minimal and fixed. In addition, collaborators' interests in the program are either very similar or minimally threatened. In this program type, low levels of collaborative intensity are required. For example, the balance between tensions in collaboration is less critical. Collaborators might provide suggestions at one meeting and leave details to staff of the major partner organization. In addition, one (and not several) organization might assume all financial risks.

Programs of high complexity and scope require a high level of intensity in collaboration. The program's topic is broad and complex, and the potential audience is diverse. Program planning and management are highly complex, requiring extended planning time. Financial and other resource risks are great, expectations for accountability are high, and partner organizations' interests in the program are diverse and potentially conflict. These programs demand attention to the balance between the various tensions of collaboration (especially to the balance between the informal and formal governance processes), to increased risks to trust and fair dealing, and to various strategies (e.g., ensuring open and full communication, establishing working norms, dealing with differences, and monitoring the relationship) required to maintain balance between competing tensions.

Programs of moderate complexity and scope occupy a point on the continuum between the other two types. They address relatively diffuse topics and have a loosely defined audi-

ence. Programs are longer and require more detailed and complicated planning than simpler ones. Financial risk is shared among partners, and accountability expectations are moderate. Partner organizations attach distinct political importance to the program, since their interests are at stake. These programs are the Amine fields@ of collaboration. This is so because they vary so much across the various dimensions. They may present themselves as relatively simple, but nevertheless may contain enough complexity to call for intense collaboration. They are also more likely to change B to either simpler or more complex types. Consequently, collaborators must approach these programs with this understanding and a commitment to closely assess their initial level of complexity and monitor this level for change over time.

Assessment

The Continuum is intended for use as a subjective guide in assessing level of program complexity and scope, since in actual practice few programs will fit the "pure" types described. However, once a program is placed on the continuum, additional assessment can be made about the intensity of collaboration that will be needed for the program.

As guides for conducting these assessments, a series of questions has been developed. These questions are not intended for use in an all-purpose, comprehensive evaluation questionnaire. They have been left purposefully broad so they can be adapted to different circumstances. One set of questions permits assessment of program complexity and scope. Remaining ones address different aspects of collaborative relationships and serve as guides for assessing both the intensity required and collaborators' effectiveness in addressing the different processes of collaboration. The question categories, with a few examples of questions, are:

Program Complexity and Scope - What is the level of financial risk, and to what extent is it to be shared? How diverse and vested are the interests of collaborators?

Leadership and Vision - What collaborative leadership roles are required? To what extent is the vision addressing collaborators' different interests?

Tensions - Is the emphasis on accomplishment interfering with relationship building or vice versa and why? Is there an appropriate and effective balance between informal and formal relationship and governance processes?

Strategies - Is trust being monitored? How effective, frequent, and complete is communication? To what extent are collaborators understanding and valuing their differences?

Fragile Relationships - Is the health and potential fragility of the relationship being carefully and closely monitored? If the relationship is becoming fragile, how and by whom are decisions being made about whether it should be saved or dissolved?

Conclusion

Collaborative programming is difficult and sophisticated work requiring many complex judgments. Assessment of the processes and factors addressed in this paper contributes to the effectiveness of these judgments and to the maintenance and vitality of collaborative program planning and delivery.

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WORKSHOP

Creating a Model for Managing Change Through Partnerships

Presenters: Jamila Canady, Spelman College; Norvell Jackson, Clark Atlanta University; Veronica Young
Presider: Richard A. Lucore, Loyola University, New Orleans
Recorder: Pauline E. Drake, Spelman College

The main objective of this workshop entitled, "Creating A Model For Managing Change Through Partnership," is to present a working model on change which was developed collaboratively by partnering with professional staff members of three Historically Black Colleges and University (HBCU) and a community development organization; namely, Clark Atlanta University, Morris Brown College, Spelman College, and the Atlanta Neighborhood Development Partnership Inc. This program, Professional Development Institute for HUD Assistants (PDIHA), was designed for a government agency to assist in its efforts to transform and prepare its workforce, specifically Program and Administrative Assistants, for the new millennium. The format and design of this program is centered around the individual, teams and the organization. The knowledge and skills areas associated with this program can be transferred to any organization that is interested in managing changing .

This workshop acknowledges the uniqueness of this particular partnership and the program design in a participatory manner. The following will be addressed:

(1) An historical overview on the Atlanta University Center (AUC) which is the world's oldest and largest consortium of African American private institutions of higher education, and the second oldest consortium of higher education in the United States; and an historical overview on the Atlanta Neighborhood Development Partnership, Inc. a community development organization.

(2) Defining the "Partnership" among Clark Atlanta University, Morris Brown College, Spelman College and the Atlanta Neighborhood Development Partnership, Inc.

(3) The Program Overview, Goals and Objectives of the Professional Development Institute for HUD Program Assistants (PDIHA).

(4) A brief review of the ten-day PDIHA program schedule.

(5) Viewing of videotapes during various intervals of the program on the three campuses.

(6) A panel discussion with PDIHA participants who have successfully completed the program.

(7) A closing ceremonial activity which requires the involvement of all the workshop participants.

The design of the workshop is a mini-sampling of the original program design. A number of group activities which are an integral part of the program are integrated into the workshop to enhance the learnings and to give the workshop participants a true feeling of the program and its major objectives. This workshop promises to be interactive, educational and an experience you will not forget.

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WORKSHOP

Where's the Library? Planning for *Library Services for Distance* Learning

Presenters: Betsy Hine and Judy Tribble, Indiana State University
Presider: William C. Hine, Eastern Illinois University
Recorder: Travis J. Wechsler, University of South Carolina

Introduction

It has become increasingly obvious to non-librarians that library services are essential to assuring that the quality of distance learning environments equals that of the on-campus environment. This awareness is an opportunity to exercise the team approach and to include continuing education, academic computing, instructional designers and librarians, both on the host campus as well as in the proximity of the delivered courses. Any model of delivery of library services must include cooperation and teamwork whether or not the library of the host institution "supplies" a full time librarian, a part-time librarian or distributes distance learning support throughout the entire library staff. In fact, lack of library services can be a factor in a faculty or a student's decision not to participate in distance learning. (Verduin and Clark)

Costs

When planning for distance education programs, it is important to include appropriate library services and resources and to consider the funding issues involved. The quality of such programs is dependent on the recognition that library access for off-campus classes is as essential as having a library on a college or university campus. Particularly within the independent learning concept of most distance learning as well as today's emphasis on critical thinking skills, library facilities and services should occupy a prominent place and be an essential part of the support services needed for any distance learning enterprise. Factoring in the cost to the host institution and/or the student must happen in the beginning stages of planning for such programs.

Some specific funding issues to be considered include:

- personnel,
- document delivery (including postage and courier service, photocopying/printing)
- telephone services such as 800 numbers for reference questions,
- providing space nearer to the off-campus sites and the furnishing of that space,
- publicity and user orientation,
- equipment such as computers and technical support, etc., and
- database licensing to include off-campus users.

Some specific technology access issues on the host campus as well as at or near the delivery sites include:

- hardware,
- lines for modems,
- technical support,
- proxy servers and user validation.

What about such support to students at their home PC? What kinds of access and support can the individual distance learner expect? These access issues are not limited just to the distance learners but they also include the faculty, etc., who are delivering the course content.

Information Resources

In addition to Web-based full-text databases, the library must provide electronic access to image collections, reserve items, and interlibrary loan materials. Basic functions such as viewing items checked out and overdue and requesting recalls, renewals, and the purchase of new books should be made available.

Bibliographic Instruction

While libraries provide considerable information via the Web, they are still struggling to develop electronic means to provide instruction on research strategy and use of specific resources. Providing electronic text of traditional paper handouts is not enough. Interactive media projects take considerable time and generally involve a team from computing, instructional design, and the library. While some instructional information is specific to the local setting, many libraries are using the same databases from commercial vendors. Collaboration among universities is key to "gearing up" in the instruction arena.

Libraries must also provide instruction to staff at remote learning centers if students are to receive good "front line" service.

Reference

Many libraries offer electronic reference service in which the user initiates an e-mail request for information. This does not provide the immediacy of the traditional "one-on-one" reference interview. Experiments with video conferencing may provide a more "user-friendly" approach.

Faculty development

Constant changes in information databases and software require that all faculty know what the library offers. Faculty members need to have input into electronic collection development. The library needs to be involved in any faculty development activities, such as ISU's Course Transformation Academy (CTA), from the initial planning stages. Adequate knowledge of information resources requires constant updating, both on the part of library professionals and teaching faculty. "Library instruction" to faculty developing their courses for distance learning is just the beginning of this awareness and should be planned early in the schedule of a program such as a CTA.

Accreditation

Regional accrediting agencies specifically include adequate access to library and information resources in their requirements, particularly in reference to off-campus education. In a study conducted in 1994 (Gilmer), all of the accrediting agencies addressed this issue and relied to some extent on guidelines and standards produced by the American Library Association. The Association of College and Research Libraries (ACRL), a division of ALA, recently re-addressed these standards and approved the Distance Learning Section's ***ACRL Guidelines for Distance Learning Library Services*** in the summer of 1998. This revision of the original 1990 document gives concrete information that can be of use to accrediting agencies regarding what kinds of library support should be expected from host institutions for their distance learners.

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WORKSHOP

Strategic Planning: Some Useful Models

Presenter: Paula Peinovich, Regents College
Presider: Rosemary Owens, Middle Tennessee State University
Recorder: Nancy Thomason, East Central University

WORKSHOP

"CE 101"

Presenters: John Snider, University of Alabama
Presider: David Grebel, Texas Christian University
Recorder: Tim Vercelli, East Central Uniiversity

WORKSHOP

A Model Accelerated Degree Program-Saturday College

Presenters: Benjamin Hodes, Roberta Aronson, and Sharon Noonan, Duquesne University
Presider: Kay Underwood, Eastern Illinois University
Recorder: Billye Ruth Goss, Midwestern State University

Duquesne University's Saturday College received the ACHE Credit Program of the Year award in 1994. While we have seen a rapid proliferation in the 1990's of accelerated programming for adult learners, many institutions remain hesitant and wary about considering accelerated programming. A three-member panel from Duquesne University's Division of Continuing Education will present an overview of this very successful program from several vantage points: the institutional political environment at the time of creation and introduction of the Saturday College, the faculty and curricular issues which drive the students' academic experience, and the student service issues which create an "adult-friendly" environment.

The Division of Continuing Education was started in 1982 and is defined organizationally at Duquesne University as a quasi-academic unit whose head, a Dean, reports to the Provost. In a series of incremental steps during the 1980's, the Division gained institutional approval to enroll students seeking credit courses (1986) and then to offer an adult-oriented bachelor's degree, the Bachelor of Science in Professional Studies (1989). These key privileges, along with the arrival in 1988 of a dynamic and energetic new President, lay the groundwork for the introduction in the Fall, 1992, of this same degree offered in a highly innovative, Saturday format. The many subtleties and complexities of Continuing Education's interaction with both senior management as well as with the other academic units at the University will be explored with the audience in a spirit of sharing experiences and strategies for developing innovative programming in conservative academic cultures.

Faculty and curricular issues dominate our concerns as educators. The panel will share not only the curriculum as it has developed during the last six years, but will also explore strategies for building academic credibility for courses delivered in an accelerated mode. One of the most controversial aspects of accelerated programming is the reduction of traditional classroom contact time. Can the accomplishment of learning objectives be achieved? How will this be achieved and, most importantly, who will decide how to do this and will measure whether it has happened? Duquesne University's Saturday College has drawn largely on the traditional faculty of our College of Liberal Arts to act in such key academic roles, but the exploration of techniques to gather this support and elicit this creative effort may offer insights and strategies to other institutions considering such models.

Accelerated programs also carry with them an increased academic rigor for adult learners. The Saturday College has developed over its six-year history a variety of academic and curricular supports designed to recognize the pressures an accelerated format can create for the students. These range from an entry level course, the Adult Transition Seminar, to a carefully selected cadre of teaching assistants who support the students with anything from group study sessions to individual tutorials. This teaching assistant component is absolutely unique to this model and its role in the academic success of the students cannot be overestimated.

Student services designed specifically for working adults attending school in an accelerated model will be the final dimension presented by this panel. The Saturday College takes a holistic approach towards student advisement and registration. With a Student Services Office encompassing admissions, advisement and graduation, the Saturday College can offer adult students timely and consistent response to any and all questions, from simple advisement questions to complex advanced standing assessments. And these services are also available to prospective students who are "shopping" for an institution which can accommodate their previous academic credits.

The student-focused emphasis to service similarly extends to the business aspects of higher education: registration, payment and financial aid. The Saturday College facilitates the registration process for over 400 students (who must register every eight weeks!) and never has the students standing in lines. Payment and financial aid issues are similarly streamlined to recognize the time constraints under which a working adult must function, particularly in an accelerated academic model. The panel will share not only such methods, but also act as facilitators to solicit such ideas from the audience.

The panel from Duquesne University will not only share its experiences and history, but will also make every effort to elicit a lively exchange of information among all who attend this session. As accelerated models become more widespread and we all challenge being tied to the traditional boundaries of physical time and place, the Saturday College at Duquesne University may provide a stimulating model from which we can share creative ideas about delivering academically rich degree programs to adult learners.

WORKSHOP

Ten Ways to Create A Successful Development/Fund-Raising Program for Continuing Education

Presenter: Alleen Deutsch, Florida State University
Recorder: Barbara Calhoun, Kennesaw State University
Presider: Dan Dowdy, Mary Baldwin College - Roanoke Campus

Fundraising and development programs are a more recent addition to continuing education organizations. These types of activities are generating more interest in our profession as we seek additional sources of constituent support and financial resources. The strategies and steps outlined below will enable you to plan for and start a successful development program for your continuing education unit.

The establishment of a successful fundraising and development program requires a systems approach. That is, the program should be fully integrated into the continuing education unit's and the university's strategic and short and long term plans. There are four general guidelines which are the foundation for success:

- Use the same good leadership and management skills as those used in all other ventures.
- Recognize that success is more art than science, yet requires both.
- Work with the university's foundation to ensure maximum support and coordination.
- Realize that the above three guidelines make the systems approach all the more important.

There are many reasons to begin this process, not the least of which are alignment with larger university priorities and the rewards and fun of fundraising and development work. More than 70% of the money given to American higher education comes from individuals. Their gifts build better universities and legacies for the institutions. You, in fact, may feel a "sense of calling" to begin this kind of work.
The following ten tips will enable you to develop a success fundraising and development program.

#1 Always take the time to complete thorough plans and strategies.
Ensure that you integrate fundraising with the overall strategic plan, do integrated assessment, provide action steps and involve others.

#2 Prepare a well articulated case statement to communicate your vision and goals.
This statement motivates the donor to give with the who, what, why and how their philanthropy will make a positive impact.

#3 Keep a team perspective and a win-win attitude.
Larger university goals may come first. When you support other development officers, they in turn will support you.

#4 Research is a key to plans and ultimate success.
Research will provide important background on prospects and donors and their interests, relationships to current programs and capacity to give.

#5 Develop alliances and collaborations to maximize benefits.
Consider joint proposals with other university areas and with donors. Use volunteers, colleagues, and foundation staff to assist you.

#6 Manage conflict for success and results.
Accept conflict as normal in our ambiguous, changing organizational environments.
Use conflict as a means to negotiate trust and agreement. Recognize your own role in the process.

#7 Promote your own agenda.
If your priorities are focused, you are able to tell your story often and well. Nothing can compare with persistence, follow-up, energy and enthusiasm.

#8 Effectively use volunteers.
The effective selection, training, use and recognition of volunteers will expand your fundraising Success ten-fold. Use them or loose them.

#9 Develop success in the solicitation of major gifts.
The successful practice of asking for major gifts is the result of a long relationship and cultivation. It is not for the faint of heart. Do not forget to ask for the gift.

#10 Evaluate your results.
Use multiple methods to evaluate both the effectiveness and efficiency of your campaign.
The results will provide the steps to begin your fundraising and development new.

As you develop your plans and begin to articulate them into reality, keep the following caveates in mind:

- Define your initiatives and priorities.
- Determine your fit within the university.
- Realize that constituents will require education.
- Set realistic goals dependent upon any prior history of fundraising.
- If there is no prior history, begin with annual gifts.
- Use your current programs for cultivation and to develop donor interest.
- Maintain your own priorities and perspective within the political realities of your institution and its myriad dynamics.

Accelerated Degree Programs: The First Five Years

Presenters: Honour Moore, Rosemont College; Robert Palestini, St. Joseph's University; John Kokolus, Rosemont College; Richard O'Malley, St. Joseph's University
Presider: Lynn Penland, University of Evansville
Recorder: Kristopher Krzyzanski, Wayne State University

Rosemont College and St. Joseph's University, both located in suburban Philadelphia, are traditional liberal arts institutions with strong academic reputations. Although very different in size and programs offered, they are similar in mission and service to adult learners. As part of an active group of ACHE members in Region IV, these two institutions have worked together to promote accelerated learning in the Philadelphia area.

The issues that challenge an institution in the start-up phase of an accelerated degree program are different from those in a mature program. Both Rosemont and St. Joseph's have experienced these changes. While some of the changes are unique to the particular institution, there is one overall constant: the impact of an accelerated program on any institution is significant and forces the institution to think about the content and delivery of higher education to adult students in a new light.

Rosemont and St. Joseph's have identified five areas that have impacted them in the first five years. These are: Curriculum and Faculty, Services and Sites, Governance, Accreditation and Budgeting and Finance. While this is certainly not an exhaustive list, it does point to many of the challenges encountered by colleges and universities engaged in implementing accelerated programs.

St. Joseph's University has found that faculty cooperation for initiating the development of accelerated courses in certain areas outside of the major has not been forthcoming. Since more than half of the curriculum consists of general education requirements this has been a problem for students. In order to circumvent the system the University College staff has had to resort to some creative options in order to meet student needs. However, other departments have become proponents of the accelerated program, this year offering an intercession, the first

for the university.

Rosemont College, which follows a different accelerated model, has found that faculty in the traditional college tend to ignore the program, except for its positive financial impact on the college as a whole. To date, few, if any, faculty in the traditional college have investigated teaching opportunities in the accelerated program. The Rosemont accelerated program has different general education requirements, has a more liberal transfer policy, and accepts a wider range of standardized testing than the traditional college.

Both Rosemont and St. Joseph's offer courses at off-site locations and expect the institutional infrastructure to accommodate students at these sites, as well as those who are only on campus during evening or weekend hours. The experience of both programs is quite similar; it is difficult to convince those areas used to dealing primarily with traditional age students to make the necessary adjustments to satisfy the adult learner.

Another similarity between institutions is the need to maintain a separate identity from the traditional structure wherever possible. While the two institutions approach governance in different ways, they have both found that the need to make decisions and the ability to respond to student needs rapidly are key to successful programs. A trade off for not utilizing the formal governance structure, however, is that the institution may find faculty ownership of accelerated programs difficult, if not impossible.

Neither Rosemont nor St. Joseph's University anticipate any accreditation problems from their regional accrediting group (Middle States). St. Joseph's, because its program has the same number of contact hours as other programs at the institution and Rosemont, because the assessment procedures for faculty, students, and curriculum are more rigorous than that employed by the rest of the institution. St. Joseph's University, however, in the midst of final stages of AACSB accreditation, feels that the restrictions imposed, regarding the use of full-time faculty, have militated against program growth.

The positive financial impact of accelerated degree programs can be significant over the first five years. At St. Joseph's this result has been used to offset decreases in traditional enrollment, without significant changes in the University College budget. At Rosemont, the positive results have helped to balance the overall college budget. They have also had an impact on the size of the Continuing Education staff, the need for increased office space and the de facto creation of another division of the college.

The overall impact of accelerated degree programs on both St. Joseph's University and Rosemont College has been very positive. These programs bring enthusiastic students and committed faculty to our campuses. They provide an opportunity for image building in the community, which helps all programs at the two institutions. They allow for positive interaction with the local business community and force these traditional institutions to look at alternative educational delivery systems. For two conservative, tradition bound institutions these programs have changed their reputations, for the better, in the first five years.

The Evolution of a Continuing Education Graduate Program in Mediation Studies

ACHE
PROCEEDINGS
1998

Presenter: Bernard O'Connor, Eastern Michigan University
Presider: Arthur Hoover, Eastern Michigan University

Introduction:

Most universities' academic departments are familiar with a designation entitled, "Special topics." This classification occurs in both the graduate and undergraduate levels. Its purpose is four-fold, and consists of: (a) allowing faculty to experiment with new forms of pedagogy; (b) permitting faculty to devise a curriculum based upon their current research interest; (c) addressing a particular theme which has become highly topical and/or controversial and (d) authorizing a specialized study which may or may not be reintroduced later into the Department. For example, the Business and Educational Technology Department at E.M.U. recognized exactly such a course, assigning it as BEDI 592. University policy states that a professor may submit a course proposal within that category and, if said course has been successful for two years, a Department has the right then either to discontinue the course or to incorporate it within their general program of academic offerings. BEDU 592 has become the testing ground for our Graduate program in Mediation Studies. It is E.M.U.'s belief that this style of option readily lends itself to the development of a wide range of comparable courses and programs.

Program objectives:

Mediation refers to the process whereby a trained third party seeks to facilitate a viable agreement between two parties in conflict. E.M.U.'s BEDU 592 provides a solid academic and practical formation for those persons who wish to serve as conflict resolution facilitators.

Recommended Guidelines for Special topics usage:

1. Establish a range for the extent to which you wish that your program shall apply. E.M.U.'s program is unique in that it involves a three-tier structure. There is a Level I for the Fundamentals of Meditation; a Level II for an intermediate or internship division; and a Level III, that of the techniques in research and writing. Given that W.M.U. permits a Special topics only for two semesters. Level I corresponds only to that time period, as does Level II and Level III. We are then able to repeat Level I, again for two semesters. Consequently, we avoid the lengthy and tedious process by which courses and programs are otherwise formalized into our academic system.

2. Determine whether you prefer that the Special Topics shall involve a course, a program (e.g. as cognate of a Degree); or a specialized certificate.
E.M.U. has elected the program format, giving individual certificates for each Level, as well as three Graduate credits for each of the three course components.

3. Ascertain the nature of the student population which is desired. Since Continuing Education students tend to be of a rather more mature variety, this may be a definite benefit. Mediators, for example, are most suitable when they are drawn from a population which has life experience, and which is acquainted with the realities of burden, loss, recovery, and such like. The added advantage is that Special Topics courses are generally meant as electives, and with relatively small enrollments often about fifteen students. Our BEDU usually has between fifteen to twenty students. They represent a balance in gender, ethnicity and in occupations.

4. Diversify the pedagogical format of instruction, incorporating both theory and praxis. This is the usual expectation of Special Topics courses, highly suitable in the Continuing Education context. BEDU 592 combines the traditional lecture, video presentations, simulations, teleconferencing, guest presenters and peer evaluation.

5. Make an effort to associate the Special Topics course with the community-at-large. BEDU 592 invites its students to participate in sessions at the local Dispute Resolution Center; provides opportunities for volunteer service in surrounding towns and cities; and allows for the possibility to gain experience in the organization of the State's annual Mediation Conference.

6. Be attentive to interdisciplinarity. Continuing Education students typically seek to locate connections within their various courses of study. BEDU 592 provides a superb possibility to highlight the same. For example, there is involvement with the Theatre Department, Communications Department, the Psychology, Political Science, Social Work, and English Departments. Guest presenters are often professors from these and other university areas.

7. Enable linkage with other academic and professional curricula. BEDU 592 has his with Wayne State University, the University of Michigan, the Harvard Negotiation Project, and the George C. Taylor Law School of Knoxville, Tennessee. Students appreciate the wonderful materials provided by these generous institutions, and come to realize that cooperation in the academic domain reflects the possibilities for cooperation elsewhere.

8. Engage the broader university in this Special Topics endeavor. A donor has enabled that mediation education at E.M.U. should become the subject of university-wide attention. They have offered cash prizes and plagues for the winners of an Essay Contest to be held regularly, with an aspect of mediation as its theme. Recipients are featured at a special event, that being popularized in the campus papers and publications.

9. Relate the Special Topics content to actual professional development. This attempt is especially applauded by Continuing Education students. On their behalf, a certificate was designed which contains on its reverse, a list of all of the themes, as well as the requirements for BEDU 592. Thus, a potential employer can examine the data, and then determine if the person has sufficient awareness of the mediation field to be employed directly, or whether they may require additional training and/or credentialing. BEDU 592 students realize that this program is a valuable resume item, as well as ranting academic credit.

10. Recognize that Special Topics students are a genuine resource; one that should be featured.
The E.M.U. Continuing Education division has satellite programs beyond our main campus, for example, in Traverse City, BEDU 592 appears there as well. Often, former students return to render simulations or to critique the latest class. Such 'graduates' are a terrific support. They often volunteer to assist with future BEDU 592 courses at the main campus. Continuing Education students tend to want to assist their peers.

Degree Link: A Model for Delivering Baccalaureate Degree Completion Programs Statewide

Presenter: Louis Jensen, Indiana State University
Presider: Doris Salis, University of Findlay
Recorder: Billye Ruth Goss, Midwestern State University

Introduction

DegreeLink, is an innovative, statewide, baccalaureate degree completion initiative designed to meet the needs of Hoosier Adults. Access to degree completion opportunities has been difficult for many placebound adults because of its Indiana's postsecondary education structure, underserved rural areas, and a lack of seamless transfer or articulation opportunities.

One cornerstone of DegreeLink is a set of "2+2" degree articulation agreements between ISU and its partner institutions, Ivy Tech State College and Vincennes University. Currently, eleven degree programs have articulated with Ivy Tech and seventeen with Vincennes. Several others are in various stages of development.

Another cornerstone of DegreeLink is the hybrid system of program delivery. This system includes coursework delivered by a variety of distance education technologies with student services provided live, and on-site, at selected locations. This hybrid delivery system allows the instruction of broadly dispersed students who have reasonable access to personalized attention through learning centers staffed with full- or part-time student services personnel.

The Environment

Postsecondary Education. Indiana is a state with senior four-year institutions and does not have a community/junior college system. Senior four-year institutions including Ball State University, Indiana State University, Indiana University, and Purdue University constitute a major postsecondary education force. Indiana University and Purdue University, in addition to their main campuses, have several regional campuses, some with shared space. In addition to these, the University of Southern

Indiana is a growing four-year campus; Vincennes University is the State's only community college and consists of a main campus, a regional campus, and two satellite locations; and Ivy Tech State College, a statewide system of technical college campuses, divided into thirteen regional and nine satellite locations.

Indiana State University (ISU). ISU, the smallest of the senior four-year institutions, is a moderately sized campus of approximately 10,000 full-time equivalent students, located in Terre Haute, six miles from the Illinois border in western Indiana. The western corridor of Indiana is decreasing in population and only 10% of Indiana's high school graduates live within a fifty-mile radius of ISU. The other senior four-year institutions are located in areas with a much higher percentage of the state's high school graduates within a similar fifty-mile radius. With its roots as a normal school, ISU is now classified as a Doctoral I institution and offers Ph. D. degrees in selected academic areas. The academic structure at ISU consists of a College of Arts and Sciences and professional Schools of Business, Education, Health and Human Performance, Nursing, Technology, and Graduate Studies.

The State. Indiana is a state of 5,500,000 people with a large and growing amount of manufacturing related to the automobile industry, a strong base of other business and industry, and a large agricultural base. Population centers account for much of the population, but there are numerous areas where the population is sparse, and opportunities for good paying jobs much less than in the industrialized cities. To compound this situation, the public campuses of the postsecondary institutions are not evenly distributed, leaving large segments of rural populations without reasonable access to higher education. As a consequence of high paying industrial jobs and lack of educational access, adult educational attainment in Indiana is 30% below the national average for bachelors degree completion and 16% below for associate degree completion.

During the past decade, the Indiana Commission for Higher Education (CHE) and the Indiana General Assembly have encouraged credit transfer, access to degrees, and educational attainment of adults through both policy development and state mandates. One result of this interest of the CHE is the Indiana Partnership for Statewide Education (IPSE), a distance education initiative of Hoosier universities. The IPSE provides a valuable forum for the discussion of Distance Education policy issues and the development and delivery of programs/courses in creative, nonduplicative ways.

Technology. The Indiana General Assembly founded IHETS in 1967 to deliver video and voice network services. The satellite delivery of distance education courses, developed and offered by Hoosier institutions, has been one of its major functions as has management of the voice network for Indiana public and private institutions of higher education. IHETS later developed INDnet, a data network. During the past two years IHETS staff have been deeply involved in the planning and development of a statewide backbone to integrate video, voice, and data transmission to colleges and universities, libraries, K-12, and state government. This involvement has become responsibility for overall project leadership which will allow distance educational programs and services to be distributed across Indiana by integrating video (including two-way), audio, and computer technologies. Many DegreeLink courses will be delivered through network services available through IHETS.

Why DegreeLink

The convergence of these environmental factors was conducive to the development of a significant new approach, which would:

- meet the educational/transfer needs of Ivy Tech students and other placebound, primarily adult, students.
- encourage partnerships with other postsecondary institutions.
- support State goals in increasing the level of adult educational attainment.
- stimulate enrollment growth at Indiana State University.
- serve the needs of rural Hoosiers.
- utilize existing and emerging networks and technologies.

DegreeLink was developed for the above reasons and to create opportunities that address the needs of adults not currently participating in four-year higher education. Since the middle of 1996, Indiana State University (ISU), Ivy Tech State College (Ivy Tech), and Vincennes University (VU) have been building a partnership to provide Hoosier adults with greater access to higher education. In a situation where course transfer has been difficult, the DegreeLink program:

- stresses degree program articulation and course-by-course transfer of credit.
- provides for bachelors degree completion by students, many who previously could transfer only a very small percentage of their completed coursework.
- increases the possibility of greater educational attainment of adults in a state that ranks 47th in the percentage of adults with bachelors degrees.
- provides opportunities for workforce development in a global economy that values higher education.

DegreeLink Goals

1. Expanding options for Hoosiers to complete an Indiana postsecondary education by;
2. offering **selected degree programs** through distance education technologies for placebound students.
3. developing statewide **program articulation** between ISU and Ivy Tech and Vincennes.
4. providing an opportunity for Ivy Tech and Vincennes graduates to experience a **residential campus experience** if they wish to become resident students.
5. providing a "**Bridge to ISU**" program for those students who initially are not academically prepared for entrance into ISU.
6. providing a **Ph. D. in Education Administration with a Higher Education specialization through** distance education for faculty and administrators of 2-year institutions.
7. developing a for **2+2+2 articulation** from high school, through 2-year institutions, into ISU, in selected programs.
8. enhancing the economy of the state through expansion of educational opportunities targeted at workforce needs, to make the Indiana workforce more attractive to technical, manufacturing, and service industries.
9. enriching the educational experience of students with diverse learning styles, schedules, and backgrounds through an effective mix of instructional technologies that facilitate high quality student-faculty interaction and

permit the completion of degree programs independent of time and place constraints.

Approval of Degree Link

On April 11, 1997, the Commission for Higher Education (CHE) approved eight degree programs to be offered by ISU statewide via mediated instruction. Students could also complete these courses on the ISU campus. In June, the CHE recommended that the State Budget Committee and the State Budget Agency allocate state funds to support the project and proposed a schedule for the development and roll out of the degree programs by distance education. The following program sequence was determined: Fall 1997 – Electronics, Industrial Supervision, and General Industrial Technology; Fall 1998 – Business Administration; Fall 1999 – Mechanical Technology and Industrial Automotive Technology; and Community Health and Vocational Trade-Industrial-Technical. The B. S. in Business Administration was approved for delivery by distance education in August, 1998. The CHE also approved the delivery of these programs to the twenty-six Ivy Tech and Vincennes University locations.

Course Transformation

ISU established a Course Transformation Academy (CTA) to provide for the orderly transformation of courses for distance delivery through a variety of instructional technologies. This faculty/course development program is conducted cooperatively between ISU's Center for Teaching and Learning and Continuing Education's Office of Planning and Faculty Development. During the 1997-98 academic year and the summer and fall of 1998 over ninety faculty have completed the CTA. During this time frame a large majority of participating faculty became interested in the development of asynchronous courses. Many turned to internet/web based courses, others to videotape and CD-ROM, others to efforts that integrate several technologies. When all of the program course roll outs are completed, most of the courses in each DegreeLink program will be available as asynchronous offerings. Nearly all also indicated that they intended to incorporate elements of what they learned into their campus courses, e.g., e-mail, chat rooms, internet searches, etc...

DegreeLink Staffing

Staffing was added to supplement current staffing levels in several areas. A new staff position was developed (Director of Planning and Faculty Development), which provides much leadership for DegreeLink. The Course Transformation Academy was developed to assist faculty in the transformation of courses to utilize distance education technologies, and has guided the development of initial marketing efforts. Two instructional designers, three computer specialists, a course development coordinator and editor, a video production technician, a video production assistant, and two office assistants were also employed as the project unfolded. The Director of Distance Education supports and directs of activities of three full-time area learning center coordinators and a dozen part-time coordinators housed on Ivy Tech and Vincennes campuses, all who provide student services.

Funding. Funding for DegreeLink has come from several sources. The state of Indiana provided "base" budget funding for permanent staff and operational expenses. It also provided "one-time" funding for initial marketing, technology purchases and upgrades, and support for staff and technology in student service centers. In addition, a grant from the Small Business Administration provided financial support for course/program development, software, computers, and staff support for course development. ISU has provided incentive funding for faculty development of distance education courses, and regular budgets have funded selected aspects of the project, such as overall administration. Rapid progress has been possible with this combination of funding.

Progress to Date

Enrollment and Transfer: Enrollments have increased steadily as courses continue to be transfomed and delivered. Though modest at this point, enrollments have met projections e.g.: spring – 56; summer – '22; and fall – 84. Expectations are high for continued increase in student admissions and enrollments now that Business Administration has been approved for spring 1999 delivery and with the implementation of the remaining four degree programs for statewide delivery. To date, over five hundred students have inquired about business administration, and now that the degree program will be available asynchronously through Internet delivery, a surge of enrollment is anticipated. ISU enrollment planners have estimated that 325 students will be enrolled at the end of the fifth year.

Three departments that have implemented their DegreeLink programs have reversed declining fall-term course enrollments. Electronics and Computer Technology increased enrollment 21.4% in the Fall '98 semester. Industrial Technology Education increased enrollment 17.9 %, and Manufacturing and Construction Technology increased enrollment 2.9% from the 1997 fall semester. School of technology transfer students also grew from a total of 97 in 1997 to 143 in 1998. These are encouraging signs.

Course Delivery: A limited number of courses were delivered to remote locations during the 1997-98 year, and with the numerous courses that will be available for the spring semester, course offerings will expand significantly. Eight to ten upper level courses in General Studies will soon be available for enrollment by Internet, and others are expected for the 1999 summer and fall terms.

Campus Support Services: Administrative functions are being integrated into the regular admission, advisement, registration, student records, financial aid, library, bookstore, and bursar functions. This has required numerous meetings and modifications to existing procedures by the various offices involved. Administrative staffs from these areas have been extremely cooperative in their efforts to serve distance education students.

Conclusion: DegreeLink offers a model for the delivery of distance education to placebound students that can be transferred to other geographic areas. It offers the advantages of delivering educational programs across a large area and providing face-to-face contact through its hybrid delivery model. We're anticipating that this hybrid model will encourage enrollment and retention of adult students as they strive to reach their educational goals.

The Older Adult Program 1998 Award Winner: Rivier Institute for Senior Education (RISE)

Presider: Mary Burkhart, Auburn University
Recorder: Mary Burkhart, Auburn University

Rivier Institute for Senior Education (RISE) in Nashua, New Hampshire, founded in Fall 1997, offers students 55+ years of

age the opportunity to attain college level learning of their own choosing through short term classes, field trips, and peer learning activities. Members hold Rivier College ID cards, pay an institute fee, elect officers, and provide stimulating educational opportunities for themselves and their peers.

RISE is part of the Institute for Learning in Retirement (ILR) movement that includes over 200 such organizations in the United States and Canada. Its members, mostly retirees of diverse backgrounds, join in cooperative learning experiences. The courses, planned and led by the members and invited guest speakers, range from lectures and discussion groups to field trips centering on the liberal arts, science, current events and foreign affairs. There are no admission requirements, exams or grades. The academic year for RISE consists of two terms of five week sessions beginning in mid-September and mid-October and again in mid-March and mid-April. Classes meet for 1 ½ hours in the morning and in the afternoon. Students and facilitators have the opportunity to lunch together in the Rivier Cafeteria during the noon break.

RISE began in direct response to the college mission — education of the whole person — in an intentional community offering a Catholic liberal education for social justice. Dean Rose Arthur researched ILRs during the latter half of 1996. She formed a steering committee composed of members of the community who are seniors or who work with seniors. Application for Development Status with the Elderhostel Institute Network (EIN) was approved in March 1997. Steering committee members, with the help of an EIN consultant, identified qualified instructors and appropriate courses, developed a tentative budget, published a brochure and devised outreach plans to advertise the program and to search for funding sources. The RISE logo is the rising sun and its motto is "where curiosity never dies."

RISE held an open house for approximately 100 prospective members on August 7, 1997. A total of fifteen classes, beginning on September 15, 1997, were offered and 80 members enrolled. Between August and December, $8,000 of start-up grants were received and $6,232 from memberships at $80 per term or $150 per year. The majority of the RISE classes were taught by volunteers, mostly from within the program. That kept the program affordable. There were also scholarships available for those in need.

RISE, the only program of its type in the Greater Nashua area, enrolled more than 100 students in the terms since the opening of the program. One year later, it offers 20 courses and students may take but five courses each term.

Rivier College provided the faculty and administrative support to develop RISE and it continues to offer free classroom space, parking, use of the fitness center, the library and the computer lab. RISE members receive special invitations to the numerous programs offered at the college; for example, the Peace and Social Justice Lecture series and exhibits at the Art Gallery. Outside the college, RISE has working relationships with the Nashua Public Library, City Hall, Police Department, Senior Activities Center and the New Hampshire Court System. Many RISE members volunteer services at the soup kitchens, Meals on Wheels, and Adult Learning Centers in the area.

Governor Jeanne Shaheen of New Hampshire sent RISE a citation upon its successful implementation and so did the Speaker of the House. A RISE member who serves in the House nominated RISE for the honor. And then, the 1998 Association for Continuing Education (ACHE) awarded RISE its Outstanding New Program Award! It read in part: "Your program stood out as a successful model of the way that motivation, dedication, and creativity can combine in the exciting field of older adult education."

RISE operates as an institute should, with its own president, vice-president, secretary and treasurer elected by the membership. The members of the four standing committees — finance, curriculum, membership and grants — along with the RISE Council meet regularly to attend to the work of the organization and for decision making. The director, a dean of the college, chooses to stay in the background so the membership remains active and enthusiastic. In fact one of the first RISE members offered the following comment for joining the program: "One year ago, I had to make a decision as to whether I wanted to retire or look for a new job. While I was wrestling with this dilemma, I read about a new program at Rivier College called RISE. Hmmmm, this sounds like it might be interesting, so I took a chance and enrolled in the very first semester and even took all the classes offered. I am hooked on RISE. I met new friends who have 'been there, done that,' and just want to relax and enjoy learning without the stresses associated with the usual educational format of cramming for a test and trying to remember what they read last night or last week. My new friends represent the entire range of education: the high school drop-out, the high school graduate, the college graduate, and graduates with a masters degree or even a doctorate. The bottom line is that we have all come together with mutual and varied experiences at a time in our life when camaraderie and a sharing of what we have been through means more than how educated we may be. Just getting here as a senior is an education in itself. I never did take that job. I was hooked on RISE and just didn't have the time nor the energy to fall back into full-time employment."

In this presentation, we have shown how the Rivier Institute for Senior Education began, how it provides educational opportunities for the older adult, how it impacts participants, how innovative programming methods have proved successful, and why ACHE gave RISE the Outstanding New Program Award.

Minority Affairs Committee Breakfast Meeting

Presenter: Cheryl D. Fields, executive editor of *Black Issues in Higher Education*

International Continuing Higher Education (ICHE) Committee Award Winner

International Continuing Higher Education (ICHE) Committee Award Winner
Presenter: Madeleine Mitchell, Xavier University, Cincinnati, Ohio
Moderator: Richard Dewey, Portland State University
Presenter: Deanna T. Howard, Trident Technical College

International business success depends on effective communication — and the language of international business is English. Companies that desire to succeed internationally must have employees who speak English well, and as more and more companies compete globally, the demand for effective, intensive corporate English training has grown. Private corporate training organizations have traditionally dominated the corporate training arena, but now universities are becoming interested in applying the resources of their existing English as a Second Language (ESL), Communication, and Business programs to the creation of corporate English training programs. Universities are in a unique position to compete successfully with private training firms due to their low overhead/start-up costs, established, relevant course offerings, year-round pools of trained professionals, and dedicated alumni/business networks.

Overview of Xavier University's Corporate English Training

Since 1996, Xavier University has provided customized, intensive, corporate training programs for small groups of employees from a major multi-national company. Programs provide 25 - 55 hours per week of language, culture, and business training for 14 - 19 weeks. The primary objective of the programs is to make participants more confident and effective in using English to communicate in a global business environment. Xavier has been successful in tailoring training to the unique needs of the corporation and each group of trainees. Business-specific materials have been supplied by the client corporation while communication and cross-cultural materials have been developed by Xavier faculty.

Programs draw from multiple university resources at Xavier, including the English as a Second Language program, the Williams College of Business MBA program, the Center for International Business, and the Xavier Consulting Group. In addition to classroom training, programs include daily interaction with international professionals and students through business site visits, interactive workshops, attendance of university events, participation in interviews and meetings at local businesses, informal social gatherings, and weekend trips.

Advantages of University-based Corporate English Training

- A university environment provides numerous opportunities for interaction with an accessible, diverse group of native and non-native speakers of English. Participants benefit from inclusion in a university community, including the opportunity to take ESL, business, and other content classes, and live with local families and with English-speaking roommates.
- Established university networks allow for smooth integration of university, business and community resources.
- Universities have flexibility in terms of training length and timing, accommodating large or small groups, and designing content.

Impact on Participants

Participants in Xavier's university-based corporate training programs have made significant language gains, particularly in oral fluency and communication style. They have achieved noticeable improvement in business knowledge and communication skills such as presentation-giving, negotiation, initiative, meeting leadership, and giving and receiving feedback. Contact with the local branch of the trainees' company allows for real-life business communication practice as well as networking opportunities.

Benefits to the University

The development of corporate English training at Xavier University has strengthened bonds between Xavier's language, business, communication, and student services departments, programs that would otherwise seldom interact. Ties between Xavier and the business community have been expanded, allowing for greater sharing of resources. As a result, Xavier has realized a higher academic profile as well as increased status within the Cincinnati business community. The strengthened network of contacts will positively impact recruitment of students, internal planning and development, and outside support of Xavier. The addition of corporate English training programs has expanded Xavier's ESL program beyond its traditional scope of academic English, bringing the program higher recognition and creating opportunities for ESL professionals to augment their credentials and teaching repertoires. The increased income from the program has allowed Xavier to improve its ESL facilities and upgrade its technology. ESL students and traditional university students benefit from interaction with international professionals, gaining broader cultural knowledge and perspectives.

Marketing/Recruiting

The development of Xavier University's corporate English training programs resulted from an outside request, not from a marketing effort. Subsequent unsolicited inquiries from other companies, perhaps fueled by word-of-mouth recommendations, may also materialize into additional programs. Xavier is in the process of writing a brochure for a direct-mail marketing campaign in the Greater Cincinnati area, and thus can not yet report on the results of active recruitment efforts. However, prospects for generating additional contracts are good, considering the growing market for this type of training and the competitive edge that university-based programs hold compared to private organizations.

Legal Concerns

Universities interested in marketing and providing corporate training to multiple companies must give special attention to legal concerns of program ownership rights, and carefully review the phrasing of any contractual agreement with corporations. Also to be considered is the "non-compete" condition that most companies would request, meaning that a university would not provide training to two competitive corporations.

Conclusion

Creating a successful corporate English training program may well be within reach of any college or university that holds the necessary resources: an intensive English program, a supportive college of business, and strong ties to the local business community. By focusing on its unique resources, a university may be in a position to build a corporate English training program that is as good as — or superior to — those offered by private, for-profit training organizations. Such a program can, at the same time, enhance existing university programs as it increases interaction across departments, promotes the sharing of resources, and broadens the range of constituents served by the university.

Assessing Community Need for Alternative Educational Opportunities

Presenter: Kevin Snider, Indiana State University
Presider: Kathleen Stinehart, Mary Baldwin College
Recorder: Christopher Dougherty, Philadelphia College of Textiles and Science

In Spring 1997 Indiana State University's Office of Institutional Research and Testing joined the Evening and Weekend Educational Opportunities and Grant Opportunities committee (EWEOGO) to conduct a study on how evening and weekend programs should be expanded. The presentation covers how a methodology was chosen to examine the non-traditional market, the results of the research process, the impact these results had on program design, and a summary of valuable lessons learned from the project.

After exploring alternative methodologies, a research subcommittee of the EWEOGO decided that both potential and current students should be examined through survey research. It was also decided that focus groups should be conducted on employers and employees from fifteen major corporations, hospitals, and government services in the local area in order to, among other things, help researchers prepare the survey questionnaires. Conducting focus groups before administering the surveys proved to be a vital step in preparing the survey research project. For example, discussions with employers and employees convinced the research team that the most likely

potential students were people employed full-time by a local business or corporation. The end result was a survey designed to address the following questions:

- Who among working adults are interested in pursuing education and why?
- What are their educational goals?
- Where and how are they likely to engage in the educational process?
- Among the most likely to enroll, what features of a university are most attractive?
- Among the least likely to enroll, why aren't they interested in pursuing educational objectives?

Over 2,925 surveys were sent to contacts (vice presidents or human resource managers) at thirteen of the biggest area employers. Managers were asked to randomly distribute the surveys to twenty percent of their workforce. Each site was provided with a return box and the surveys were collected up to three weeks after the surveys had been distributed. Overall 23.6% of the potential student surveys were returned.

The presentation will illustrate how the survey enabled the institution to answer the questions listed above through examining responses by demographic categories. An example of what will be discussed is the finding that ISU would be least likely to attract young laborers or tradespeople who did not have any college experience, and most likely to entice older adults who have had some prior experience in education. Questions concerning whether people felt they needed various skills to improve their current job or to succeed in an anticipated position helped shed light on why people were considering furthering their education. Two important findings rose from this line of questioning and will be discussed. The first was that the overwhelming majority of local employees planned to remain with their employers. The second was that working adults were most interested in developing their management and computer skills.

A series of questions concerning educational goals helped answer the question of what potential students are looking for in non-traditional education. Overall, potential students were most interested in gaining knowledge from individual courses and certificate programs as opposed to degree programs. However, this varied significantly by educational level, occupation, and topic of interest. Finally, the questionnaire explored how and where potential students wanted to pursue their educational objectives.

After briefly touching on some of the most pertinent findings, the presentation includes a discussion of how the information gained from the project was put to use in developing an Evening and Weekend program. The use of this study to justify expansion of evening and weekend programs, shape marketing strategies, design program offerings, and build support systems is reviewed. Some examples of this include:

- Using the numbers of potential students who claimed to have an interest in coming to campus during non-traditional hours to convince the campus to expand scheduling;
- Responding to student desires for central billing and advising locations; and,
- Using employee loyalty to employers as a tool in convincing employers to become more involved in the process of educating their workers.

Finally, some lessons learned from the entire process are shared with the participants. Among the likely topic areas are the perils involved in survey design, the lessons learned from collecting the data, and ways in which the information can be best used to aid program development.

Incorporating Community Service into the Academic Curriculum for Adults

Presenters: Richard E. Farmer and Judith Jamieson, Providence College
Presider: David Copeland, Jacksonville State University, Alabama
Recorder: Sue Rollins, Drury College

The concept of community service has received wide attention by institutions of higher education in the last ten years. Known as "service learning", these efforts have largely focused on involving *traditional-aged* students in various community–based projects. This effort is designed to enhance regular course learning in the classroom by involving students in the work of various programs, services, and social service agencies in the local community. While service learning has, in general, been successful, adult student participation in these efforts has largely been ignored.

The School of Continuing Education at Providence College has implemented the concept of service learning and modified it to fit an adult focus. Initial modifications include structuring the experience within the context of one course as opposed to distributing the experiences throughout many different and unrelated courses, which typifies the traditional-age student approach. Further, the substance or content of the course focuses on both an academic study of service, community, and volunteerism which is combined with actual service in the community.

Rationale

The course, *Community Service: A Study In Making A Difference*, must be understood in the context of the Providence College Mission and the philosophy of the School of Continuing Education. The College Mission states that we are Roman Catholic in the Dominican Tradition that emphasizes a liberal arts education for the whole person and a spirit of service and social justice. The philosophy of the School places an emphasis on values-based learning designed to prepare students to lead lives of reflection and provide opportunities for career development. Thus, the purpose of the course is to *live* the College Mission and to provide an opportunity for transformative learning whereby the student is challenged to academically and experientially understand the dual ideas of community and service.

Course Model

There are three elements to the course:

1. Community service study, a literature-based academic learning experience designed to provide students with the information and current material and thinking regarding both community and service;

2. Public service or actual work in the community; and,

3. Service Learning in which the student is challenged to integrate the academic study with the actual work in the community. Integration and reflection are the goal as a means to achieve transformative learning.

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Examples of service have included student work in soup kitchens, homeless shelters, scouting, Habitat for Humanity, school boards and elective office, work in religious organizations and institutions, and participation in various environmental programs such as the Audubon Society or the Nature Conservancy.

Initial Assessment

Since the Fall of 1997, the course has been offered three times. Students have been unanimous in their praise for the concept of service learning as presented in the course. They have indicated satisfaction with both the course design and their own personal enlightenment. And while this latter result was a desired outcome, it did not represent an initial goal of the course. Repeated discussions with students, however, has confirmed that their own self understanding was transformed to a new level as a consequence of their work in the community.

First concerns about the course have been focused in two main areas: time to complete course requirements and overall intellectual and emotional preparedness for some of the service sites. Clarification about course expectations concerning volunteer site time commitments and the use of group projects to facilitate the work has helped to lessen this issue of time commitment. And, in the planning stages is the creation of an orientation to the community site segment of the course which will assist those students in preparing to work with others under challenging circumstances.

Next Steps

The Community Service course has proven to be a valuable addition to the curriculum. It is anticipated that there will be three next steps including:

1. Adding the course to the School of Continuing Education Core Curriculum. This will present a series of "issues" which have to do with the number of students now required to take what was formerly an elective course; faculty staffing of the course; and, coordination of the student experiences at the various sites in the community.
2. Integrating the concept of service into other courses in the curriculum.
3. Introduce a community service major to the School of Continuing Education curriculum. This would extend the current Providence College Public Service major in a somewhat refocused manner for adult students.

Adults in the Multiage Classroom: Resisting Conformity in a Student-Centered Learning Environment

Presenters: Elizabeth Hardaway, The University of Georgia; Nancy Thompson, East Central University
Presider: Nancy Thompson, University of Georgia
Recorder: Logan C. Hillyard, Murray State University

In the decades of the seventies and eighties, the perceived learning differences between the adult learner and the traditional-age student frequently were mirrored by an actual physical division of these students. In general, adults were more likely to be found taking late day or early evening courses at a community college, while those adults who did attend a state university made slow progress by taking courses through what was often a part-time night access program. But various educational trends in the nineties have caused this landscape to shift dramatically. The most striking of these changes has been the move among many state universities to decentralize continuing education credit courses, returning the responsibility of offering "extended" courses to the academic departments.

One major result of these changes has been the frequency with which adults now find themselves in the same classroom with traditional-age students. Rather than imbuing the multiage classroom with the anonymity and conformity so often found in the general education programs of large state universities, this presentation will suggest ways in which professors can apply the historical techniques of adult education, such as the recognition of individual learning styles, to the traditional classroom, creating an enriched learning environment for both traditional-age students and adults.

According to adult educators, among the most important characteristics of adult learners is their need to "*matter*." Using a term introduced by Morris Rosenberg, the authors of *Improving Higher Education Environments for Adults* offer an insightful definition of that term: "Mattering refers to the beliefs people have, whether right or wrong, that they matter to someone else, that they are the object of someone else's attention, and that others care about them and appreciate them" (Schlossberg, Lynch, and Chickering, 1989, 21). Thus adults appreciate the fact that others know their names (attention), someone notices if they miss class (importance), instructors need class participation (dependence), professors will be pleased with their success (ego-extension), and administrators appreciate them as individuals (appreciation) (22). In the traditional-age university classroom, mattering is usually considered outside the scope of the classroom experience. In chapter 1 of *The Right Start*, a freshman success text written by Spencer Rathus and Lois Fichner-Rathus, the authors remind young students that "college professors do not necessarily try to motivate students" nor do they feel the need to "entertain" them (15). These and other aspects of "mattering" frequently are labeled as attempts to "spoon feed"
or "coddle" students. Clearly, when adults and traditional-age students are placed in the same traditional classroom, these different philosophical approaches to creating a learning environment are at odds with one another.

Professors teaching in the multiage classroom should consider ways in which the spirit of "mattering" can be communicated to a formerly traditional-age class even when practical considerations (class size, course material) make communications between teacher and student less personal. Arguably, one can say that a sense of mattering is as important to younger students as it is to older students; positive teacher evaluations completed by younger students are filled with comments such as "he expressed a real interest in my success as a student" and "she really cared about the class." The major difference between adults and traditional-age students appears to be in the area of expectation (younger students are pleased by personal consideration, while adults, to some degree, expect it) and articulation (adults are more likely to verbally articulate their displeasure if professors score low in the area of "mattering"). Though some critics may argue that "mattering" is impractical or not philosophically sound in the traditional classroom, with some modifications the principal can be injected into any classroom setting.

Another way to extend the goals of mattering while resisting the conformity inherent in many traditional age general education courses is to use such avenues as personality testing (Myers-Briggs, Keirsey) and learning styles assessment to help students play a more dynamic role in creating their own learning environments. For example, students entering the University Studies program as freshmen are required to take a special academic success course their first or second semester, and personality testing and learning styles development are an important part of the curriculum. This course (which is taught within a multi-age format) allows students to develop the skills necessary to determine the type of learner they are (interactive, haptic, kinesthetic, print, aural) and apply that knowledge to other classes. Instructors could easily piggy-back on such knowledge by becoming more aware of the theory behind learning styles and incorporating teaching and testing measures geared to a variety of primary styles into course methodology.

To the same effect, personality testing, whether conducted in class, in conjunction with a class, or as a background resource for instructors, can be a useful short cut toward creating more intimacy within a classroom setting. As indicated earlier, "mattering" refers to a person's belief ("whether right or wrong") that she or he is important to others. Instructors who are aware of the basics of personality typing can ground the illustrations they use in teaching on generalizations drawn from various personality types; they can follow up this approach by conveying how different personality styles may prefer a particular study skills approach. Without really "knowing" students individually, an instructor could nonetheless create a class context in which students had individualized knowledge about how they learn. This would be an especially important technique in classes geared to 100-300 students, in which it would be impossible for instructors to get to know individual students in any real way. On the other hand, instructors with small classes could be reminded by personality theory not to judge introverts as less involved in class just because they are less vocal than extraverted students.

In conclusion, conversion of formerly traditional-age classes into multiage classes need not result in the exclusion of any students. By applying historical techniques of adult education to these fused classrooms, a learning environment can be created which contributes to both a stronger relationship among teachers and students and a more individualized student-centered learning environment.

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Faculty-Staff Development: What Happened When Representatives of Historically Black and Historically White Colleges and Universities Addressed Issues Related to Non-Traditional Students

Presenters: Toni Preston, Wilberforce University; Jerry Hickerson, Winston-Salem State University; Esther Powell, Winston-Salem State University; Alice Conger Patterson, Salem College; James Vondrell, University of Cincinnati
Presider: Michael K. Turner, Nebraska Wesleyan University
Recorder: Norma Long, Middle Tennessee State University

BACKGROUND

The 1993 ACHE national meeting featured a Leadership Institute, proposed by Paula Peinovich and funded by the Kellogg Foundation of Battle Creek, Michigan, to attract members from Historically Black Colleges and Universities (HBCUs) to the association. In 1996, the Kellogg Foundation approved funding for a second project, which focused on building partnerships for professional development between HBCUs and other institutions. This funding resulted in the development of criteria for proposals, formation of a screening committee, and approval of two partnerships: (1) the University of Cincinnati and Wilberforce University, and (2) Salem College and Winston-Salem State University (WSSU). The following describes projects undertaken by the partners and their outcomes.

THE PARTNERS

The University of Cincinnati is a large research university (35,000 students) with a distinguished history of service to adult students. Staff of the College of Evening and Continuing Education (CECE) partnered with their counterparts at Wilberforce University, a small (less than 1,000 students), church related HBCU 60 miles away, which has an established degree completion programs that serves adults in central Ohio.

From their foundings, Salem (1772) and WSSU (1892) have been oriented toward the education of unique constituencies, persons whom other institutions today would regard as essential for diversity on their campuses: Salem College (900 students: 41% above age 23, 15% African-American, 95% female) was founded for the education of women, and WSSU (2,800 students: 33% above age 23, 80% African-American, 60% female) for the education of African-Americans. During the past 20 years each ahs also developed degree completion programs for adults, which have diversified their institutions by integrating the older students with traditional students in the same classes. Located just a mile apart in Winston-Salem, NC, the institutions had never brought their faculties together for a professional activity.

THE CINCINNATI-WILBERFORCE PROGRAMS

The Cincinnati-Wilberforce partnership focused on staff development for attracting, retaining and improving services to a more diverse population—primarily minority adult learners who have been under-represented in the respective institutions. Joint meetings among adult and continuing education program leaders were held to plan the development activity. Anticipated outcomes of the projects were (1) to increase understanding of ways to use strengths of diversity to improve teaching and learning, (2) to enhance sensitivity to teaching and serving adults and students of diverse backgrounds, and (3) to develop specific recommendations for improving student services.

As part of Phase I of the project, the institutions coordinated and offered a "Faculty-Student Forum" in October 1997 at a hotel near King's Island, Ohio. With involvement of faculty, students, and staff from the two universities specific recommendations were received for improving student services and programs. In addition, input from faculty resulted in a synopsis of comments, questions, and suggestions relative to teaching adults.

For Phase II of the project a survey was developed, with the assistance of consultant Mary Anne Street, and disseminated to students, faculty, and staff of both institutions to obtain feedback regarding experiences and perceptions pertaining to programs and services. As a result of the information received, a customer service workshop was held at both institutions, during which the data from the surveys were disseminated and ideas generated for addressing issues and planning for customer service training. Separate workshops for faculty and a joint staff program were held as well. These featured two full-day sessions, one at a mid-point facility for both institutions and the other at the University of Cincinnati; a three-hour evening session offered to CECE faculty at the University of Cincinnati; and a three-hour morning session offered to Wilberforce faculty at a Columbus location. The planning meetings were productive toward both planning and building relationships, and the activities were beneficial in providing both institutions with ways for improving student services and programs. A product of the collaboration was a publication: "Survey Results: Perspectives from Students, Faculty and Staff," which also includes the content of the customer service workshop (November 1998).

The programs were productive towards building relationships between the two institutions and resulted in the sharing of a great deal of information between the two adult oriented programs staffs, which may help each to serve students better and increase understanding of ways to use strengths of diversity to improve teaching and learning.

THE SALEM-WSSU PROGRAMS

The Salem College and Winston-Salem State University partnership focused on faculty development for teaching more effectively in the multi-age, multicultural classroom—or the "mixed-up classroom," as it was frequently referred.

Salem-WSSU initiated interaction between their faculties at Salem College on a February Friday afternoon with a program called "Movies, Myths and Methods: Making the Most of the Mixed-Up Classroom." The activity featured film-clips focused on teaching and diversity from such movies as Educating Rita, Back to School, Higher Learning, Teachers, Dead Poet's Society, and others. After viewing the clips, faculty were directed to discuss issues presented in small groups over dinner. This was followed by a large group "debriefing session," led by an award winning teacher from UNC-Greensboro. More that 100 faculty and administrators from the two institutions attended.

A second program was developed for April, derived largely in response to information received from the survey administered to faculty at the first program. The "Symposium on Teaching in the Multi-age, Multicultural Classroom," convened at WSSU, featured a distinguished panel: Drs. Nat Irvin, columnist; Herman Blake, sociologist from Iowa State University (a presenter at the 1992 ACHE conference); Chuck Claxton, adult educator from Appalachian State University; and Hephzibah Roskelly, English professor from UNC-G, who also facilitated the program at Salem College. The presentations on teaching diverse students ranged from theory to practice to lists of issues, and from the 80 faculty in attendance, a few opted to meet for further discussion the following week.

The outcomes of the activities were positive, to say the least. The planning meetings resulted in unprecedented communication between continuing studies' staffs of the two institutions. The faculties engaged in meaningful discussions pertinent to their teaching and expressed genuine pleasure in having the opportunity to meet with their counterparts. Their most frequently expressed sentiments were, "Why haven't we done this before?" and "When can we do something like this again?"

GENERAL CONCLUSIONS

There were a number of problems that arose during the timespan of the projects. Cincinnati and Wilberforce had to overcome a 60 mile distance between their institutions, and the partnership program leadership of both universities moved to other institutions during the year and a half of planning and implementation of programs. The Salem-WSSU symposium came too late in the academic year to allow effective follow-up. In spite of these setbacks and the amount of work involved in providing the activities, the opportunities to work together toward common purposes were well worth the efforts. Moreover, the faculties and staffs of the institutions involved benefited from the content and interaction provided by the partnership programs, ultimately improving sensitivity, services, and teaching for older and racially diverse students. For this opportunity, the participants are indebted to ACHE—particularly the leadership of past president Paula Peinovich—and the Kellogg Foundation of Battle Creek, Michigan.

The New Landscape of Continuing Education continued ... A Continuing Conversation with Louis Phillips

Presenter: Louis Phillips, Louis Phillips and Associates, Greenville, SC
Presider: Edward Minnock, Saginaw Valley State University
Recorder: Royce Ann Collins, Baker University

Transcending Academic Paradigm - Still Mission Impossible?

Presenter: Virginia Hromulak, Concordia College
Presider: Laura Smith, State University of New York at Oswego
Recorder: Greg Williams, Townson University

The phenomena of the adult student movement affecting college campuses throughout the country has clearly transcended its embryonic stage. A recent College Board study (conducted by Carol Aslanian) discloses that adult students make up to 50% of all college enrollments in the U.S. In fact, according to the study, for every college student under 25 years of age in a college classroom, there is a student over 25 sitting side by side (Aslanian 1998). Furthermore, the study reveals current trends in adult enrollment: for example, adults choose to enroll in short, fast-paced courses and at least 70% of them seek degrees. In light of this data, it is 0clear that the ongoing movement of the returning-adult student has ascended to a higher plateau and that ascension mandates the need for academic institutions to seriously assess and meet the educational needs of a heretofore marginalized group.

In support of the observations made by this author in terms of appropriately serving the needs of the adult student and given the results of the College Board study, a survey instrument was created and distributed to ten prominent colleges and universities located within various geographic areas throughout the country which have offered alternative academic programs to adults for at least five years (two institutions have actually been offering these programs for ten years). Of the twelve survey questionnaires distributed, six were returned and analyzed; the findings corroborated the author's observations and clearly put forth a case for institutions of higher education to reexamine the manner in which they have been and continue to serve their student population - in essence, to revisit the commitments of their mission statements.

Colleges and universities embracing a mission to provide students with quality education and service must consider the fulfillment of that mission when dealing with a burgeoning number of students who do not fall within the 18 to 22 year-old category. In short, they must transcend current academic paradigms in deference to more innovative methods to educate and serve *all* students. In terms of serving the adult student, a number of audacious but highly effective paradigm shifts are recommended; in particular, an institution may

(1) develop alternative delivery systems for adults which include shorter, faster-paced programs leading to a degree;
(2) redesign existing courses both substantively and pedagogically which tap into the adult "hidden agenda" (Baron and Haas);
(3) sequence courses which enable cohort learning, and
(4) eradicate academe's foremost paradigmatic entity - the traditional academic year.

The ultimate mission for proponents of lifelong learning, of course, is to crystalize the vision of an institution's higher administration, faculty, and staff to view their adult population not as a subculture but, rather, as an integral part of the overall student body. Paradigm shifts are never easily accomplished

within any organizational structure, and those suggested herein are particularly formidable in scope for academic institutions; yet, they have been and can be implemented successfully. The reality is that continuing educators must take on the mission of mainstreaming the adult student - of removing the "non" from "non-traditional" - by effecting paradigm shifts to serve all students. With creativity and perseverance, this mission does not have to continue to be "mission impossible."

Adult Learners in Weekend College: An Accelerated Alternative

Presenter: Diana Kelly, Cuyamaca College
Presider: Susan Elkins, Tennessee Technological University
Recorder: Arthur Hoover, Eastern Michigan University

Background: The Need for Innovative Scheduling for Adults

One of the greatest challenges facing colleges and universities is the need to become more flexible by offering continuing education college credit programs that fit into the busy schedules of adult learners. According to a recent study by the College Board, adult learners are increasingly turning to expensive private colleges that provide conveniently scheduled accelerated college credit programs. According to Dr. James East of Indiana University-Purdue University, Indianapolis, there are over 250 Weekend College programs nationwide, and that number is growing. Although the structure and curriculum of Weekend College programs varies widely, most colleges offer accelerated college classes that require a shorter time commitment than a typical semester-length class.

Institutional Context: Weekend College at Cuyamaca College

Cuyamaca College, a two-year public college in San Diego County, has been offering a successful Weekend College program for working adults since 1988. At Cuyamaca College, the adult student population (age 25 and older) has been close to 60 percent of the total student population since 1980. In 1987, in response to the needs of adult learners, Cuyamaca College instituted "Weekend College," a program designed to recognize and support the scheduling needs of adult learners - to increase the accessibility of higher education for working adults. Cuyamaca's Weekend College program is coordinated so that it is possible for adults to earn a vocational certificate or an AA degree by just attending classes on Saturdays (and sometimes a weekday evening). Five different majors are offered: Business, Computer Information Systems, Paralegal Studies, Real Estate, and Elementary Education. In addition, all general education requirements may be met on Saturdays. Cuyamaca's Weekend College classes are accelerated, allowing students to complete a semester length course in six to eight weeks. Over one semester, students typically complete two or three classes. On any Saturday there are about 500 students on campus, thus utilizing scarce room space more efficiently. Weekend College has an average of 1200 enrollments each academic year. In the 1995/96 year, Cuyamaca College was the fastest growing community college in California, and the Weekend College program grew at a higher rate than the rest of the college: 46 percent growth over the 1994/95 academic year. The average class size for Weekend College classes is 23 students. Usually 25 to 30 different classes are offered each semester (Fall and Spring), and six classes are offered in summer session. Programs with the highest enrollment are Computer, Paralegal, and Real Estate.

Research on the outcomes of the Weekend College program.

Although many colleges and universities offer accelerated programs for working adults, questions arise about the quality of these innovative programs. Do students really learn effectively in an intensive format? Although this project assesses the outcomes in the Weekend College program at Cuyamaca College, these results will provide useful information for other colleges offering or considering accelerated Weekend College programs.

Research Objectives and Methodology.

The primary goal of this research project was to learn whether or not the Weekend College program increases the success of adult learners. Do college courses offered in an intensive Weekend format enhance learning for adults? In which disciplines? And do adults who have participated in Weekend College feel their learning was "successful?" Did the Weekend College program help them to achieve their educational goals and life goals? This research had three major objectives:
1) To assess the success and retention in college classes offered in an accelerated format on weekends. Student record data was retrieved to compare grades and course completion rates of Weekend College classes with semester-length classes. When possible, classes taught by the same instructor in Weekend College and regular semester were analyzed for a more reliable comparison.

2) To assess the long-term success of students who take Weekend College classes, including the number of students who earn degrees or certificates and the length of time to complete a degree or certificate. Student data was analyzed to determine course-taking patterns and the completion of degrees and certificates by Weekend College students between 1990 and 1997.
3) To assess adults' own view of the success of their learning in the Weekend College program.

A representative sample of former Weekend College students was selected for telephone interviews. This telephone survey of 100 former Weekend College students provides important insights into the benefits they gained, the educational goals they achieved, and their reflections on their learning experiences.

Results: Student Characteristics.

1) Demographics. Weekend College students tend to be older and more female than the general college population. Over 65 percent of the Weekend College students are age 25 and older, as compared with 42 percent of the general college population. Females represent over 62 percent of the Weekend College students and 55 percent of the general college population. Ethnicity is very similar.
2) Educational Goals. Over 22 percent of the Weekend College students had career-related goals as compared with 14 percent of the general student population. In addition, only 14 percent of Weekend College students are "undecided." on an educational goal, but over 20 percent of the general student population is "undecided."

Results: Overall Success and Course Completion Rates in Classes.

When the outcomes of the same courses were compared, Weekend College students were much more successful than the general student population. "Success" is defined as earning a grade of "A," "B," "C," or "Credit." In the Weekend College classes, the overall success rate is 77 percent. In the same courses (not Weekend College), the overall success rate was only 64 percent. Weekend College classes also have a slightly higher course completion rate (83 percent) than non-Weekend College classes (78 percent).

Results: Overall Degree Completion

Weekend College students tend to earn their first degree (Associate degree) in less time than non-Weekend College students, although the difference is slight. On average, Weekend College students earn a degree in 2.62 years and non-Weekend College students earn a degree in 2.77 years. In addition, a slightly higher percentage of Weekend College students earn degrees than non-Weekend College students.

Results: Overall Course-taking Patterns

The Cuyamaca Weekend College program is designed so that students may complete an entire certificate or degree program over time by only taking classes in Weekend College. For this reason, it was surprising to learn that 80 percent of all Weekend College students had taken only one or two Weekend College courses. In fact, this research shows that 50 percent of Weekend College students enroll in other college classes.

Results: Success Rate Comparison by Class

1) Weekend College and non-Weekend College classes taught by the same instructor. Weekend College classes had a mean success rate of 74 percent and non-Weekend College classes had a mean success rate of 67 percent. In addition, a T-test for independent groups indicates a statistically significant difference ($p = .013$) between the success rates of Weekend College classes and non-Weekend College classes.

2) Analysis of overall success rates by Program area. In analyzing all Weekend College classes by program area, classes in all of the vocational programs leading to a degree or certificate in Weekend College were found to have higher success rates than the same classes offered as regular semester classes. In general education areas, only Art History had lower success rates in Weekend College.

3) Analysis of Success in English and Math Classes. Nearly all English and Math classes taught in Weekend College had higher success rates in Weekend College, including pre-collegiate basic skills classes. The one exception was Freshman Composition, in which the success was lower in Weekend College.

Results: Course Completion Rate Comparison by Class

1) Weekend College and non-Weekend College classes taught by the same instructor. Weekend College classes had a mean course completion rate of 81 percent and non-Weekend College classes had a mean course completion rate of 80 percent. However, 41 percent of the courses had higher course completion rates in Weekend College, 28 percent were the same, and 31 percent had lower course completion rates.

2) Analysis of overall course completion rates by Program Area. Classes in all of the vocational programs leading to a degree or certificate in Weekend College had higher course completion rates than the same classes offered as regular semester classes, although generally the differences were not great. Of the general education areas, only Art History had a lower completion rate in Weekend College: 78 percent as compared with 90 percent.

3) Analysis of course completion rates in English and Math classes. Although most Weekend College classes had higher completion rates in English and Math classes, generally the differences were slight. However, course completion rates in Freshman Composition was in Weekend College (73 percent) than in non-Weekend College classes (83 percent). In Elementary Statistics, completion rates were also lower in Weekend College (62.5%) than in non-Weekend classes (74%).

Results: Weekend College Student Learning Experiences

In a telephone survey of 100 former Weekend College students, students were asked a series of questions to assess their satisfaction with the Weekend College program, course-taking patterns, benefits, and recommendations.

1) Student Satisfaction. Half of the students surveyed say they preferred Weekend College classes over semester-length classes because they enjoyed the accelerated pace and focusing on one class. Over half felt they "learned more" in Weekend College classes, although quite a few felt that the classes moved too quickly.

2) Course-taking Patterns. Some students noted that the only reason they took a Weekend College class was because this was the only time the class was offered. Two-thirds also indicated that they could take classes at times other than Weekend College. These two factors may explain why most students only take one or two Weekend College classes. In addition, the student comments were revealing: many did not like giving up their Saturdays with family, and others noted that 8 hours is a very long day in class.

3) Benefits. The two major benefits were convenience and being able to move ahead in college more quickly. Several students noted that they preferred spending evenings at home with family, and Saturdays were more convenient for work schedules. Often a spouse was available to care for children on Saturdays. Many of the students noted that they were able to finish their AA degree or make a career change more quickly because of the Weekend College program.

4) Recommendations from Students. Students would prefer a shorter class day. They also asked for a wider variety of courses to be offered on Saturdays. Finally, some asked that classes scheduled only in Weekend College be offered at other times as well.

Conclusions: Key Lessons Learned

The most important outcome of this research project is that we now have clear evidence from one program that adult learners are more successful and higher course completion rates in accelerated Weekend College classes than in regular semester-length classes. Only a very few classes had lower success rates and course completion rates, and these must be examined further. However, this research validates Weekend College as a viable option for colleges to offer to adults who have limited time, but want to move ahead more quickly through accelerated programs. One of the very positive results which was somewhat surprising was that Weekend College students earn degrees at a slightly faster rate than other students. This is surprising because of the time constraints faced by many of the adults in Weekend College. A surprising, and somewhat dismaying, result was to learn that most of the Weekend College students do not take many Weekend College classes! But it is clear from student comments that many use Weekend College as a convenience in order to move ahead in their education.

This research has raised some new questions. First, is there a student profile that may be assessed in advance to find out which students have learning style preferences that are best suited to accelerated learning? Second, faculty should be asked for their views on the teaching and learning experiences in Weekend College. Third, more study is needed in the courses which are not as successful in Weekend College. Finally, it will be interesting to explore differences between these results and future studies in other Weekend College programs of varying formats.

As the administrator of the Weekend College program for the past five years, I am often asked by administrators of other colleges about the quality of learning in an accelerated program. Faculty are also sometimes skeptical about instructional quality. Now I have positive evidence based on this research project that Weekend College does provide adults with a successful learning experience. In addition, the results of this research provided some surprises that need to be followed up in order to enhance this Weekend College program at Cuyamaca College.

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Students as Customers: Would you like Fries with your Shakespeare?

Presenter: Patricia Lust, Longwood College
Presider: Larry Winkler, University of Nebraska

This session consists primarily of a discussion of several questions. The conversation will begin with three general questions about students and customers and then move to six more specific questions about language and practice.

Question one: How are students and customers alike? What distinguishes a student from a customer? We will discuss such topics as immediate gratification, tangible rewards, respect, value, intellectual development, achievements and implications for the future.

Question two: What are the advantages and disadvantages to institutions in referring to their students as customers? Perhaps it motivates educators to provide better services, and to be more respectful of the students. But, if we are thinking about serving customers, the core values of education may not always be the driving force in academic decision making.

Question three: What are the advantages and disadvantages to students in their being referred to as customers? Perhaps it creates a distorted view of learning, and the value of the student's own participation in his/her own learning. Perhaps students can look at education as an investment, but not as a commodity or a simple service to be purchased.

Question four: How does language influence the way we think about education? The research clearly shows the impact that language can have on the ways that issues are defined. Among the findings are Deborah Tannen's study of language and gender and Jena Burges' study of language and power. As educators we must be concerned with how we communicate about education. "As self awareness of our use of language increases, we become more conscious of the educational atmosphere we create and foster by the linguistic choices we make." (Schwartzman, p. 1) Schwartzman offers a note of

caution about the transfer of language from one discursive realm to another and questions the compatibility of the language and assumptions of business with the practice and goals of education.

Question five: Are all students customers? The metaphor has probably been most often used in referring to adult students, but it has been transferred by our eager university administrators to our 18 year old freshmen as well. And, what about high school and elementary school students? We certainly do owe respect to our students, no doubt about that. But have we compromised respect for expertise and for the learning process itself in our encouragement of the "customers" concept?

Question six: Is the customer always right? An article by Robin Wilson in the January 16, 1998, issue of the Chronicle of Higher Education cites a study at the University of Washington which showed that professors who are easy graders receive better evaluations. What a surprise! Another study showed that changing the teaching style to include more entertainment could raise the student evaluations without any change in actual student learning. (Wilson, p. 12) There are problems in basing the evaluation of quality education on student/customer wants. The immediate desire of a student may be short sighted and contrary to his/her own educational best interest. Furthermore, a student's perceptions of quality education probably changes as he/she progress through a program.

Question seven: What do inspiration and mentoring mean to customers? The business model has little to do with the value of the learning process or with the relationship between the student and teacher. The customer is not likely to value the concept of mentoring, yet it is the mentor/teacher who inspires and "nurtures the student's love of learning, thereby stimulating dissatisfaction with ignorance and a craving for new knowledge." (Schwartzman, p. 24) If we think only of the short-term customer satisfaction, the longer-term benefits of intrinsic motivation and intellectual exploration will be lost.

Question eight: Are some areas of the university more suited to "customer" thinking than others? Fortunately, when we talk about students as customers, the conversation usually focuses on services, such as registration, scheduling, etc. rather than on the actual academic content. I don't think anyone will argue that these areas should take a customer oriented position. They are services. But with regard to academic content, we all know that, two students can participate in the same program and one can come out with much greater learning than the other. Does that make one a better customer than the other?

Question nine: Have training issues confused education? I wonder if the term customer may not be more appropriate for the short-term, non-credit training program than for the longer-term, academic program.

Final Comments: Students deserve more from educators than immediate gratification. The label of customer applied to our students implies that education is merely a business deal, and it fails to take seriously the true role of the student — that of being engaged in learning. If we treat students as less valuable than they are, they will sink to that lower expectation of them. (Lust, p. 39) "...a university which treats students as customers will eventually replace the goal of learning with the goal of customer satisfaction." (Hoshower & Hilton, p. 4)

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Workforce Education and the Academy: Changing Landscape or Different Planet

Presenters: Pat Brewer, The University of Georgia; Pauline Drake, Spelman College; Doreen O. Maxey, Louisiana State University;Sylvia Rody McLaurin, The University of Georgia; Rosemary Owens, Middle Tennessee State University; Wayne L. Whelan, Trident Technical College; John M. Yates, Murray State University
Recorder: Denise Hart, Fairleigh Dickinson University
Presider: Carolyn Bowers, University of Tennessee

Nelson Smith of the National Alliance of Business has said that "It's time to stop pretending that education and commerce exist on different planets. The quality revolution that has swept through business worldwide is now poised at the schoolhouse door, demanding greater knowledge and skills from the students inside. Meeting this challenge is the key to their future - and to the future economic security of our country."

Pat B. Brewer - Is it imperative that Higher Education get more involved in preparing its constituents for the workplace - the total institution, not just continuing education - on a broad and long-term basis, not just in the beginning years or in vocational education? Should there be a seamless education system with perpetual learning as its theme? Educators from diverse institutions give their answer to these questions and share their perspectives on the issue of workforce education, identifying how their institutions are meeting the challenge and/or identifying those needs as yet unmet.

Wayne L. Whelan - In South Carolina and indeed, the rest of the U.S., the landscape for workforce education and training has changed - and will continue to change. And, I believe the rate of change will continue to accelerate. I have been in continuing higher education for over 30 years, and I can tell you very quickly that I don't do business today like I did 30 years ago. I am, however, still on the same planet even if my programmatic landscape includes delivery sites across the U.S. and Europe.

I see four forces that are driving the changes:

(1) The implications of the global economy;
(2) The short shelf-life of technology;
(3) Distributed learning; and
(4) Legislatively mandated performance funding.

The global economy requires dramatic levels of productivity for the corporate enterprise which, in turn, drives a flatter, more responsive organization, and requires what the Southern Growth Policies Board terms the "Renaissance worker" - one who is multi-skilled, works in teams, and deals successfully with empowerment, change and diversity. Learning, like raw materials or sub-components, is based on the premise of "just-in-time" delivery or acquisition. It arrives when needed, not too early and certainly not too late. We, who deliver the education or training to this Renaissance worker employed in a plant competing with one in Brazil, are held strictly accountable for their currency and applicability. We have become, in reality, suppliers of products the enterprises need.

The short shelf-life of technology requires us to make extraordinary efforts to keep our faculty and training infrastructure at state-of-the-market levels.

The various electronic learning media have required a redefinition of "distance learning" to "distributed learning." Distance is irrelevant. The prime directive has become "learning on demand," when and where the learner needs it. The notion of a continuing education workforce training schedule is largely moot.

And finally, legislatively-driven performance funding is requiring us to re-examine and justify via data - what we do in credit and non-credit programs. In South Carolina, state funding is no longer based solely on headcount. FY 98-99 finds it based on institutions' performances on 37 data-driven indicators, including: adherence to mission, graduation rate, diversity, accreditation of programs, graduates' success on pre-licensure exams, and in the South Carolina technical college system – the have been quick to correlate them to "grades."

Indeed, we are operating in a new landscape, one in which we are more visible, exposed and accountable. This landscape is changing, but not as we usually think of a changing landscape. When we drive in a car, or fly over the terrain - we see the changes. If we are at one place and trees are cut, or buildings erected, or roads are built, we see the changes. I believe that our landscape contains some of the above elements, but also others. I believe that our continuing higher education landscape is somewhat like a giant waterbed on which not only the features change but also the surface underfoot. I do know that sometimes, I am not at all sure about my footing...

John Yates - The Tupelo, Mississippi community has been adding approximately 2,000 new manufacturing jobs a year. To meet the workforce demands created by this tremendous job growth, the community has developed an integrated technical education program that starts in the middle school and goes all the way through graduate education. This involves coordination among the local public school, the local community college, and several four-year institutions that serve the community through extended campus programs. To learn more about how they have been able to accomplish these goals, representatives of Murray State University, Paducah Community College, and area chambers of commerce spent two days in Tupelo looking at their programs. This presentation will talk about the lessons learned from the Tupelo experience and how Murray State University has applied these lessons to improve workforce training in our service area.

Rosemary W. Owens - Middle Tennessee State University's Division of Academic Affairs made history in 1997, when it developed its first Academic Master Plan: 1997-2015. The document is motivational, challenging, and surprisingly visionary for a traditional, regional university. It repeats several statements that Continuing Studies has made over the years, including "Middle Tennessee State University must be prepared to respond in ways that will support and foster effective growth. Increasing requirements in the workplace will bolster the demand for higher education and promote continuous learning. New flexibilities are required to support academic innovation and to permit Middle Tennessee State University to respond quickly and effectively to the needs of the region." When questioned about why we are always doing something off- campus and non-traditional and why we always refer to students as customers, we can say "because the Academic Master Plan says so." I will talk about the one-stop career center in Tennessee and our Career Education Services Center, the Bachelor of University Studies, and our involvement with two community education centers in the region.

Pauline Drake - The demand today is for a workforce that is highly skilled and adaptable. Many colleges and universities are in a good position to respond with training that meets the needs of employers and employees and that is compatible with the strengths of the educational institution. Spelman College, a historically black liberal arts college for women, is finding ways to use its strengths to make a foray into the training arena. Colleges like Spelman have the capacity and resources to provide workforce education in both the public and private sectors. Partnerning with other colleges and universities and with organizations outside higher education is one way to open the door to opportunities. Challenges that a small, liberal arts college may face include identifying and selecting trainers, gaining credibility both within and outside the institution, managing collaborative ventures, and doing an effective job in spite of limited resources.

Doreen Maxey - University divisions of Continuing Education must creatively expand their roles to met their communities' ever-changing needs. One example of a recent "redefinition" of roles by Louisiana State University's Division of Continuing Education was to partner with the Baton Rouge Hotel/Motel Association, the Baton Rouge Chamber of Commerce, the Louisiana Office of Economic Development, and the Louisiana Department of Labor's Job Services Office. Serving as the educational partner, the university helps to recruit companies, assists with their start-up process, trains new employees, and then becomes their on-going educational training partner. The presentation will conclude by discussing joint welfare-to-work projects that have successfully educated and placed welfare recipients in permanent jobs within the hospitality industry.

Sylvia McLaurin - Land grant universities were established with an orientation to education of the people, particularly the populations of their own states. But these state universities can find themselves committed to pure research, a struggle for international recognition, and curriculum and programmatic decisions that shortchange adult and non-traditional students. Though with some missteps, the University of Georgia is negotiating the path toward dedicated responsiveness through a number of institutes, departments, positions, and administrative organization, including service coordinators in its academic colleges and units within its service wing. The Georgia Center for Continuing Education is the locus for professional updating, certification, and conferencing, including a number of "train-the-trainer" programs. Here, too, is housed the University System of Georgia Independent Study with its rapidly expanding correspondence, electronic, and internet academic credit courses, ideally suited for workers seeking skills or steps toward degrees. However, it is apparent that in the complexity of the University, es-

pecially in a time of considerable administrative turnover, the extent of responsiveness to workforce issues is entirely dependent on political entities.

Winners of the ACHE Research Committee Award

Recorder: Edna Wilson, Marywood College
Presider: Barbara Denison, The Pennsylvania StateUniversity, Harrisburg

"Action Research"

Presenter: Chris Dougherty, Philadelphia College of Textiles & Science

A review of definitions of action research (especially as they relate to adult education) reveals an emphasis on research as it relates to professional practice. Perhaps most importantly, action research constitutes an ongoing process rather than a series of individual and unrelated projects. "Action research," "participatory research," and "participatory action research" are each terms used in reference to this area of inquiry. Action research is at least partially rooted in work related to teacher evaluation programs, and data collection associated with action research may include interviews, surveys, participant observation, journals, document analysis, portfolios, or assessment of student performance. By its nature, action research is frequently qualitative and inductive, and often seeks to involve participants in various areas of the organization. Using higher education as an example, the focus of action research can include learners, the learning process, or organizational dynamics.

"Research for Educators of Adults"

Presenter: Edna Farace Wilson, Marywood College

The presentation provided an introduction to the research process. Topics included the meaning of research, goals of research in adult education and purpose and types of research. The session provided information on the identification of research specifics, methodology, implementation, data analysis and report findings. A significant portion of the presentation focused on how to identify a problem and choose a conceptual approach. Little research exists on how professionals and graduate students choose topics in adult education. Suggestions were made on ways to initiate research. The overall purpose of the session was to encourage participants to develop research activities and to seek funds for research projects.

Distance Education Technology: Lessons Learned

Presenter: Cindy Formanek Kirk, University of Alabama-Birmingham; Don Olcott, Jr., University of Arizona; Rosemary Owens, Middle Tennessee State University
Presider: Kathleen Stinehart, Mary Baldwin College - Staunton, VA
Recorder: Pamela Murray, Mary Baldwin College - Roanoke Campus

Challenge to Program Quality: Educational Environments Matter

Presenter: Judith DeJoy, University of Georgia
Recorder: Chris Dougherty, Philadelphia College of Textiles and Science
Presider: Dennis Robertson, California State University - San Bernardino

The results of a comprehensive survey of Institutes for Learning in Retirement suggest that the sponsoring higher education institution does have an impact on this model of older adult educational program development, operations, and expectations. These institution-related differences in program initiation and development can include: style of governance, the administrative unit assignment, extent of faculty collaboration, access to resources and space, degree of student benefits, funding issues, instructor compensation, program content, and overall sponsor commitment to the program.

Public institutions do not limit governance models or administrative locations, regularly provide access to campus resources and collaboration with departments, assign student benefits to ILR members, often charge for direct expenses, personnel costs, and overhead, sanction member-control of program content and are perceived as very committed to their ILR programs.

Private institution-based ILR programs also enjoy different governance models, including the highest percentage of "ILR members with their own staff" models, are often based in development or academic affairs units, and are often initiated directly by institution leaders. Many ILR programs have access to resources and student benefits, although less collaboration with departments exists. Most programs are expected to pay all direct costs but not overhead charges. Most programs receive startup funding and establish high membership fees. Program content is often decided with institution staff input and instructors are often compensated.

The sponsorship offered by public, land grant institutions differs from the above institution types, in a variety of ways. Most ILR programs are of the shared governance model and almost all are housed in extension/continuing education units, regardless of how the programs were initiated. About a third of these ILR programs have no collaboration with academic departments and no access to resources; the majority of programs enjoyed only occasional access to campus resources and no programs received the traditional student benefits. However, most ILR programs received dedicated program space and controlled their own program content. Half of the programs received startup funding but most are satisfied with their financial management.

Only 4% of ILR programs were based at technical schools and half these programs employed the shared governance model. Most programs were housed in extension/continuing education and two thirds do not collaborate with departments. However, about half of the programs enjoy regular access to resources and regular student benefits.

The data suggest that the process of ILR program development and implementation is markedly influenced by the particular sponsor institution/organization setting for that ILR program and that an awareness of these general prescriptions can help meet the planning and development challenges for this form of older adult programming within different "educational environments."

These programming challenges include: participants' desire for leadership and autonomy in content and program operations, participant requirements for new/different educational andonly did Linda graduate with her class, but CREDIT [PONSI] saved Pacific Bell over $10,000 in tuition (*PONSI Report*, 1995).Working together and linking quality educational courses from a training source to academia makes everybody a winner. For more information, contact the ACE/CREDIT National Office at 202-939-9433.

support services during the learning experience, and the overarching need for symbiotic relationships with the sponsoring higher education institution. A checklist of specific issues for consideration and discussion between the sponsoring institution and the program developers was introduced. The five categories of issues included: autonomy, participants, sponsor expectations, program development, and volunteerism. The factors involved and possible resolutions were discussed for each issue.

Adding Integrity and Value to Training and Continuing Education

Presenters: Phyllis Walls, The American Council on Education; Larry Davis, The American Council on Education
Recorder: Logan Hillyard, Murray State University
Presider: Liz Johnson, Middle Tennessee State University

The American Council on Education (ACE) is the major representative organization of higher education in the United States. An independent, nonprofit association founded in 1918, ACE represents accredited degree-granting institutions of higher education as well as national and regional higher education associations. Through its programs, activities, and policy-setting functions, it strives to ensure quality education on the nation's campuses and equal educational opportunity for all.

ACE serves as the locus for discussion and decision-making on higher education issues of national importance. By bringing together major constituent groups under a single umbrella, it works to coordinate the interests of all segments of the higher education community into a single voice.

ACE pioneered the evaluation of education and training attained outside the classroom through the Center for Adult Learning and Educational Credentials in 1942 with the military evaluation program. Since 1974, the College Credit Recommendation Service or CREDIT, (formerly the Program on Noncollegiatte Sponsored Instruction or PONSI), has enabled thousands of employees and adults throughout the world to receive college credit for formal education in the workplace. Through CREDIT, college and university faculty evaluate the workplace training offered by business, industry, labor unions, professional associations, and government agencies, as well as adult courses, and make college credit recommendations where appropriate.

American society abounds in resources for learning at the postsecondary level. Public, private, and proprietary education institutions exercise the central, but not exclusive, responsibility for instruction and learning. Associations, business, government, industry, the military, and unions sponsor formal instruction. In addition, independent study, work experiences, the mass media, and social interaction contribute to learning and competency.

Full and effective use of all educational resources is a worthy educational and social goal. Achieving this goal will depend to a large extent on providing equitable recognition for extrainstitutional learning.

Educational credentials have a significant bearing on the economic, professional, and social status of the individual. This social equity requires that equivalent learning, regardless of where and how it is achieved, be incorporated into the system of rewards for learning competency. Recognition encourages learning and contributes to pedagogical effectiveness. Teaching students what they already know is both stultifying to them and wasteful of educational and personal resources.

Postsecondary education institutions legally authorized and accredited to award degrees and other educational credentials have a special responsibility to assess extrainstitutional learning as part of their credentialing function.

Reliable and valid evaluation of student achievement is the *sine qua non* in awarding credit. Experience-whether acquired at work, in a social setting, in the library, at home, or in the formal classroom-is in itself an inadequate basis for awarding credit. Increased attention in choosing evaluation procedures and techniques and more thorough evaluation are necessary when learning has been attained without participation in a program of study prescribed by an educational institution and offered by its faculty.

In determining whether it is appropriate to accept a student's extrainstitutional learning for credit, the governing considerations should be its applicability to the student's program of study-including graduation requirements-and the relationship of the learning to the institution's mission, curricula, and standards for student achievement. Learning should be articulated, documented, and measured in these terms.

By partnering with business, industry, labor associations, education institututions, training providers, and government, CREDIT ofers an indispensable service to the higher education community, adult students, and sponsoring organizations. Participating organizations or sponsors report that having their training reviewed for college credit :

- validates the quality of training
- ensures that course content is of college-level quality
- augments their return on investment

Assessing noncollegiate learning and deciding on credit awards is a difficult procedure for most colleges and universities. By accepting ACE credit recommendations, colleges and universities can:

- be assured the course evaluation process includes current curricula subject matter faculty
- expedite their award process by providing ACE official transcripts that are readily interpretable by postsecondary institutions
- easily translate workplace training into college credit recommendations
- establish a system for relating formal noncollegiate coursework to college-level programs offered on campus
- recruit adult students who are motivated to begin or continue a formal education.

Employees and students will have easy access to their records of noncollegiate study and can provide transcripts that are readily interpretable by postsecondary institutions, thus facilitating a credit award. CREDIT enables course participants to complete their college degrees more quickly, resulting in cost savings. Course participants are more confident and productive by knowing they are successfully completing college-level coursework in the workplace.

Surveys conducted by ACE/CREDIT indicate that the credit recommendations are assisting a majority of students. Nearly two thirds (65 percent) indicate that their ACE-evaluated courses were useful in meeting their educational objectives, and 59 percent indicated that the courses provided a solid foundation for advanced college studies (*Outreach Activities*, 1996). Linda Estrada, an employee of Pacific Bell, attended courses in marketing, curriculum development, training delivery, as well as communications and technical seminars. She learned that she needed 25 hours of electives to graduate with her class. Linda explained, " I had worked too hard not to at least walk with my class at the commencement ceremonies. As I researched the possibility of using my Pacific Bell coursework to fulfill my degree requirements, imagine my astonishment when I learned I had 21 units of ACE credit recommendations." Not

"Outreach Activities." *"The Center Update:* The Center for Adult Learning and Education Credentials. No. 86 (Fall/Winter 1996): Page10.

"PONSI Report. *The Newsletter of the ACE/PONSI Program:* Linking Higher Education with Business, Industry, and Government. No. 8 (Summer 1995): Page 4.

Facing an Uncomfortable Question: Do Part-time Faculty Know/Practice Current Learning Principles?

Presenter: Raymond Campbell, Drexel University
Recorder: Sharon O'Brien, Wayne State University
Presider: Jim Toner, University of Maine

While knowledge of successful teaching and learning practices is continually being acquired by way of research throughout the field of education, the question exists as to whether this knowledge is being successfully integrated into university and college classrooms. In some cases these new principles have been well established by research but are still unavailable or unknown to faculty members. Continuing higher education administrators need to address this challenge by finding efficient ways to stay abreast of the research and to encourage faculty to integrate research-based educational strategies and techniques into their classroom teaching. Because of their limited availability to participate in their institutions' teaching improvement efforts, this need is probably greatest among part-time faculty.

In order for students to achieve a greater level of understanding, faculty members must begin to pay more attention to the new strategies that have been proven effective through documented research. These research-based findings are critical to the improvement of current learning environments and the ongoing success of American higher education. A few of these findings are highlighted in the following paragraphs.

Central to becoming an effective classroom teacher is the mastering of selected teaching and learning strategies by the faculty member. These selected strategies and techniques help to transform the educational process, albeit sometimes in an incremental fashion. For example, faculty members must take an active role in their teaching, demonstrating a positive attitude and high expectations. They must build on what has been previously learned by students to encourage the learning process while remaining organized in their manner of introducing and incorporating new material. Interaction, through examples or the encouragement of questions, has been proven effective to learning, and clear communication on the part of the instructor is vital to a student's understanding and academic achievement.

Along with effective communication and interaction, constructive feedback from a teacher, both written and verbal, can greatly influence students' progress. Immediate, positive, and informative feedback provides a basis upon which students can improve previous work and build upon what they already know. This constructive feedback also enhances student/teacher communication.

Questioning is another effective way to enhance two-way communication while helping students process new information. By integrating questions, teachers can eliminate the strict teacher-student relationship while encouraging students to take an active role in learning. Often times questions lead to discussions which have also been found to correlate with higher student performance and achievement. This active role helps the student understand and retain new material.

While the above paragraphs capture some of the key research findings, strategies that can be used by continuing higher education administrators to gather and disseminate this information and to encourage faculty to incorporate the research-based findings into their teaching are just as important. These strategies include: recruiting effective teachers, writing clear course objectives, preparing syllabi, reviewing syllabi, visiting classes, evaluating instruction, maintaining teaching portfolios, mailings of resource materials, establishing a resource library, conducting workshops/seminars/symposia, and showcasing in-house stars.

Without the help of continuing higher education administrators in the transmission of new knowledge about teaching and learning to part-time faculty, the chances to improve students' mastery of content and development of their critical thinking skills are greatly reduced.

Utilizing A Combination of Asynchronous & Traditional Instructional Formats to Create An Alternative Learning Framework

Presenters: Kathleen Zimmer and Bill Johnson, Lord Fairfax Community College
Recorder: Lois Hazell, Wayne State University
Presider: Derrick White, Wayne State University

Let Me Tell You Poster Sessions

Coordinator: Margaret Hale-Smith, Lansing Community College

How the Glass Ceiling Affects Nontraditional Female Graduate - Frederick J. DeCasperis, Siena College

Metropolitan College: A Community-based Response - John Loch, Youngstown State University

Defining Our Audience: An Investigation of Extension Student Needs - Kelli E. Pugh, Wayne State University

Desktop Video Conferencing Technology for Distance Learning - Liz Johnson, Middle Tennessee State University

The Many Faces of Elderhostel - Jim Verschueren, Elderhostel Program

Motivations of Older Adults in Learning in Retirement Institutes: Implications for Program Planning - Charlene Martin, Assumption College

Will I Still Like My Job After It Changes? - Jerry Ann Smith, The University of Georgia

Part Three: Business Meeting and Appendices

SIXTIETH ANNUAL MEETING

Association for Continuing Higher Education

OCTOBER 31– NOVEMBER 3, 1998
FORT WORTH, TEXAS

Call to Order

President Dale Myers called the Association's 60th annual meeting to order at 1:00 p.m. (CST), Sunday, November 1, 1998, at the Radisson Plaza Hotel in Fort Worth, Texas. The business session was called to order at 11:30 a.m., Monday, November 2nd , and recessed at 12:50 p.m. It was reconvened at 7:00 p.m., Tuesday, November 3rd and adjourned at 8:45 p.m.

Minutes

President Myers introduced the head table and Wayne Whelan, executive vice president, asked for approval of the 59th annual meeting minutes as published and distributed in the 1997 *Proceedings*. Ron Blankentein's motion to approve the minutes passed.

Membership Report

Executive Vice President Whelan presented the membership report (Appendix A). The printed report as also distributed to the members present. Jerry Hickerson's motion to approve the report passed.

Financial Report

Executive Vice President Whelan presented the summary report of the Association's revenue, expenses, and reserves as of August 31, 1998. A printed report (Appendix B) was distributed to the members present. Art Hoover's motion to approve the report passed.

Nominations and Elections

Nominations and Election's Committee Chair Paula Peinovich reported on the 1998 election. With 355 valid ballots cast, those elected were: president-elect, Pat Lawler; vice president, Nancy Thomason; directors-at-large (three-year terms), Oakley Winters and Ron Blankenstein. The Executive Committee appointed Kris Krzyzanski to fill the remaining one year of Nancy Thomason's term.

Board Actions

President Myers reviewed key Board actions during the year: continued implementation of the strategic plan, adoption of the "policy governance" model for conducting Board business, adoption of the new slogan – "The Network of Leaders for Lifelong Learning," new format for the newsletter, "Thank-you" cards for membership renewals, enhancement of the homepage, conversion of seven committees to special interest Networks (Instructional Technology and Distance Learning, Community and Two-Year Colleges, Ethical Issues, International Continuing Higher Education, Minority Affairs, Older Adults, and Professional Development), authorized donations to Alpha Sigma Lambda, and the United Negro College Fund, accepted Simon Fraser University's invitation to hold the 2001 annual meeting in Vancouver, BC, Canada, and renewed the five-year contract for home office services at Trident Technical College.

Budget and Finance

Gayle Cooper, chair of the Budget and Finance Committee, gave an overview of the 1998 fiscal year through August 31, 1998, noting that operating expenses are forecast to be at or slightly below what is budgeted. She indicated that, due to invested reserves and reasonable operating costs, dues will not be increased 1999. She noted that, for the fifth consecutive year, the external audit report included no findings, exceptions, or recommendations. Gayle especially commended Irene Barrineau for her stewardship and responsiveness regarding the Association's finances. She presented the committee's proposed operating budget for 1999 (Appendix C). Printed copies were distributed to members present. Gayle's motion to approve the 1999 budget as proposed, including "topping off" the reserve accounts, passed.

Memorial Recognitions

President Myers called on those present to stand for a period of silent memorial remembrance of J. Arthur Adams, Eleanor I. Franklin, Mary Nell Hardee, Dalmas A. Taylor, and Miriam Williford, members who died since the last annual meeting.

Resolutions

Resolutions Committee chair Jan Jackson presented special and memorial resolutions (Appendix D) and moved their approval. Motion passed.

Local Arrangements - 1999

Jim Vondrell, Local Arrangements chair for the 61st annual meeting presented a promotional video on Cincinnati, site of the conference; and presented several door prizes.

Awards

President Myers and Awards Committee chair Kris Krzyzanski presented the following awards at the closing awards banquet:

Board of Directors Service	Paula Peinovich Rosemary Owens James Verscheuren
Merit Certificates	
Local Arrangements Chair	Diane Lovin
Local Arrangements Chair	Robert Stakes
Program Chair	Allen Varner
Editor of the 1997 *Proceedings*	Karen Garver
Editor of the *Journal of CHE*	Donna Queeney

Committee Awards
International CHE Program Award
Xavier University: "Corporate Training for Proctor & Gamble Far East"

Older Adults Outstanding Model Program
Northwestern University: "Learning in Retirement"

Older Adults Outstanding New Program
Rivier College: "Senior Education"

Association Awards
Distinguished Credit Program
University of Southern Maine: "Baseball and American Society: A Journey"

Distinguished Non-Credit Program
The Pennsylvania State University–Fayette Campus: "Constable Education"

Emeritus	Donald Collins
	Eleanor Franklin
	Owen Peagler
	Lee Porter
	Mike Sweeney
	Bill Tracy
Meritorious Service	Nicholas Kolb
	Paul Sable
Special Recognition	Joab Thomas

Additionally, President Myers presented the initial ACHE Graduate Scholarship to Cynthia MacGregor, Assumption College.

Transition of Presidency

Outgoing President Myers thanked ACHE members and leaders for their support and assistance during the past year. He gave special thanks to his wife, Diane Longworth Myers; and to Cora Hill, his administrative assistant at Thomas More College. He called Scott Evenbeck forward to accept the gavel and assume the presidency of the Association.

After the "passing of the gavel" President Evenbeck expressed the Association's appreciation for Past President Myers's leadership and service. As a token of appreciation for the support that Thomas More College gave Dale — and ACHE — during 1997-98, Scott presented a check for $1000 to Dale for a continuing education scholarship at his institution. Scott then presented Dale with a special presidential service certificate and recognition gift from the Association.

Adjournment

President Evenbeck declared the 60th annual meeting adjourned.

APPENDIX A

Membership Report

September 15, 1998

	4/16/98	New	Cancelled	9/15/98
AFFILIATE CLASS				
Institutions Represented	7	1	0	8
Individual Representatives	12	1	0	13
INSTITUTIONAL CLASS				
Institutions Represented	307	11	0	318
Individual Representatives	1218	22	0	1240
PROFESSIONAL CLASS				
Institutions Represented	316	11	27	300
Individual Members	420	20	38	402
HONORARY CLASS				
Individual Members	21	0	0	21

Members in 49 states, the District of Columbia, and 7 foreign countries (Canada, France, Japan, Kuwait, Mexico,Scotland, and West Indies). 1676 individuals representing approximately 626 different institutions and organizations.

NEW INSTITUTIONAL MEMBERS
Beaver College – 4
Cabrini College – 4
Clemson University – 7
Delaware State University – 5
DePaul University – 6
Northeastern Ohio University College of Medicine – 6
Regis University – 10
San Diego State University – 9
State University of New York/College at Potsdam – 2
Universided De Las Americas – 10
Vincennes University Jasper Campus – 6

NEW AFFILIATE MEMBERS
Mercy College of Health Sciences – 8

NEW PROFFESIONAL MEMBERS
Ms. Rose Arthur – 1
Ms. Bette S. Brohel – 2
Dr. Anne P. Cobb – 2
Dr. Scott B. Greenberg – 4
Ms. Pamela S. Hinden – 3
Dr. Thomas E. Kail – 7
Ms. Judith Mallory – 7
Ms. Maralyn Mason – 4
Mr. Jonathan E. Messemer – 7
Ms. Lisa A Novakoski – 4
Ms. Sally Parr – 2
Dr. David C. Rand – 11
Dr. Marsha Rossiter – 6
Mr. Philip James Sisson – 1
Dr. Karen Spahn – 9
Ms. Tish Szymurski – 4
Ms. Lufuno Tshikororo – 1
Mr. James P. Wayne – 5
Dr. Mary Ann Wisniewski – 6
Ms. Marlene Wisowaty – 6

PROFFESIONAL MEMBERS CANCELLED
Ms. Ann Ade – 3
Dr. Belinda Anderson – 5
Ms. Elaine DeCunka-Bath – 8
Dr. William H. Bersil – 4
Ms. Sharon Walters-Bower – 5
Dr. Christopher Chapple – 9
Mr. Richard Christina – 11
Dr. Sandra Cusack - 11
Ms. Anne DeMember - 2
Dr. Peter Dillman – 6
Mr. David English – 4
Ms. Judy Folsom – 1
Dr. Mary Furlong – 9
Mr. Michael Garrett – 7
Ms. Ellen Goldberg - 6
Dr. John Hendricks – 7
Dr. Richard Hockleen – 5
Mr. Michael Hughes – 7
Ms. Jane Kost – 8
Ms. Linda Lenteau – 6
Dr. William Marhl – 10
Sr. Mary Louise Morgan – 1
Ms. Bonnie Newman – 1
Mr. Robert Nolan – 8
Dr. Glenn Nyre – 9
Mr. Raymond Rapp – 5
Ms. Frances Sanders - 8
Ms. Vicki Sheppard – 5
Dr. Gayla Shoemake – 8
Ms. Geri Swan - 4
Ms. Cynthia True – 9
Ms. Nele Warren - 7
Dr. Thomas Westbrook – 8
Ms. Julie White – 1
Mr. Bill Wilkinson - 7
Ms. Noelle Wynne - 7
Ms. Deborah Verlench – 7
Ms. Pamela LeMay – 11

APPENDIX B

Income Financial Summary

INCOME:	8/96	8/97	8/98
Institutional Dues	$69,155	$73,920	$74,980
Professional Dues	17,825	20,040	17,436
Miscellaneous			
Publications	2,437	4,783	4,846
Application Fees	1,040	1,500	1,700
Other	2,348	1,960	2,441
Interest, Dividends, & Increase in Investment Value	5,607	10,686	3,938
Balance from Previous Annual Meeting			16,651
6,500			-0-
TOTAL INCOME TO DATE	$115,063	$119,389	$105,341

EXPENSES:	8/96	8/97	8/98
Publications			
Newsletter	5,515.32	5,098.50	4,682
JCHE	7,151.03	7,360.43	9,999
Directory	8,934.05	8,620.70	10,240
TOTAL	21,600.40	21,079.63	24,921
Office Expenses			
Secretarial	18,192.53	18,781.57	20,692
Office Supplies	1,884.49	2,748.88	2,035
Printing/Duplicating	81.75	1,207.12	570
Telephone	579.61	1,184.62	1,318
Postage	893.89	3,106.51	1,046
Computer Service	.00	.00	-0-
Accounting	3,800.00	4,150.00	875
Insurance	2,971.00	.00	-0-
Miscellaneous	424.30	370.50	372
Computer Operator	.00	.00	2,340
TOTAL	28,827.57	31,549.20	29,248
Travel			
General	.00	.00	261
Board Meetings	10,306.40	10,352.45	9,401
Presidential	3,480.15	2,910.65	5,929
COLLO	59.75	62.20	-0-
TOTAL	13,846.30	13,325.30	15,591
Honorarium			
Executive V.P.	2,925.00	3,042.50	3,164
TOTAL	2,925.00	3,042.50	3,164
Administrative Expenses			
Committees	967.18	1,930.20	1,564
Annual Meeting			
Recognition & Awards	46.08	117.44	-0-
Executive VP	.00	.00	-0-
Presidential	.00	.00	-0-
Dues - COLLO	.00	.00	200
Administrative Charge	3,000.00	3,000.00	3,000
TOTAL	4,013.26	5,047.64	4,764
GRAND TOTAL	71,212.53	74,044.27	7,688

FINANCIAL STATUS ACCOUNTS AS OF 8/31/98

Cash in Bank - Checking	$ 1,875
Invested Reserves	130,242
TOTAL	$132,117
FUND BALANCES	
Emergency	$10,000
Development/Venture	2,527
Capital	15,000
Strategic	25,000
TOTAL DESIGNATED RESERVES	$52,527
TOTAL OPERATING RESERVES	$ 79,590
TOTAL	$132,117

APPENDIX C

Budget

JANUARY 1–DECEMBER 31, 1999

INCOME		
Institutional Dues		$80,000
Professional Dues		21,000
Miscellaneous		7,000
Interest, Dividends, and Increase in Investment Value		13,000
Annual Meeting Income		10,000
TOTAL INCOME		$131,000
Institutional Dues		$240
Affiliate Dues		$240
Additional Members		$25
Professional Members		$60
Journal Subscriptions		$40/$50
Proceedings Subscriptions		$17/$20
EXPENSES		
Publications		
Newsletter		7,500
JCHE		13,200
Directory	9,200	
Brochure		0
Proceedings		4,600
Office Expenses		
Secretarial		35,500
Office Supplies		3,400
Printing & Duplicating		1,400
Telephone		1,944
Postage		1,700
Computer Services		300
Accounting		5,425
Liability Insurance		1,800
Computer Operator	7,500	
Miscellaneous		500
Travel		
General		1,800
Board Meetings		9,000
Presidential		5,000
COLLO		150

Honorarium	
Executive Vice President	6,581
ADMINISTRATIVE EXPENSES	
Committees	
Nominations/Elections	1,300
Research Committee	3,000
Annual Meeting	
Recognition and Awards	2,200
Executive Vice President	400
President	400
Dues - COLLO	200
Administrative Charge	4,000
Replenish Designated Reserves	3,000
TOTAL EXPENSES	$131,000

APPENDIX D

RESOLUTIONS 1998

Resolutions of Appreciation

BE IT RESOLVED that the Association in convention assembled express its congratulations and deep appreciation to Allen Varner, chair of the 1998 Program Committee, and to his colleagues on the committee for providing the Association with intellectual stimulation, thought-provoking inquiry, and numerous opportunities for networking. Within the context of "Scholarship Service, and Integrity: Benchmarks in a Changing Landscape" we have been allowed to reflect on the past, present and future of the profession and on our role as continuing educators.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Diane Lovin of Texas Christian University and Robert Stakes of the University of Texas at El Paso for their work in managing the 1998 annual meeting local arrangements. The hospitality of these co-host and their colleagues has allowed for our every need and comfort. Fort Worth, "where the west begins", has provided us a historic, exciting, and comfortable backdrop for our meeting where we can either kick off our shoes or kick up our heels.

BE IT RESOLVED that the Association in convention assembled acknowledge its profound appreciation to President Dale K. Myers and to the board of Directors for their outstanding leadership during the 1997-98 year. His presidency and the contributions of the Board have added significantly to the leadership of the Association within the continuing higher education community. Through them, the membership has a much keener sense of those strengths that make ACHE "The Network of Leaders for Lifelong Learning."

BE IT RESOLVED that the Association in convention assembled acknowledge the consistently excellent level of service provided by Wayne Whelan as executive vice president and Irene Barrineau as administrative assistant and office manager of our home office. Through their attentiveness to our needs, responsiveness to our request, and awareness of the trends, issues, and concerns which affect our profession, they continue to provide high quality leadership and service to the Association.

BE IT RESOLVED that the Association in convention assembled commend Donna Queeney, editor of *The Journal of Continuing Higher Education*, and her staff, for continued high standard in producing an exemplary journal to document both research and practice in our profession.

BE IT RESOLVED that the Association in convention assembled commend Karen Garver, editor of the 1997 *Proceedings*, for her contributions to our organization through the editing and publishing of this high quality publication.

BE IT RESOLVED that the Association in convention assembled express its gratitude and appreciation to Wayne Whelan and Irene Barrineau for the continuing efforts in producing a quality newsletter, *Five Minutes with ACHE*.

BE IT RESOLVED that the Association in convention assembled extend its gratitude to Dan W. Kennedy of Penn State University and Rick Osborn of East Tennessee State University as they complete their terms of service on the Editorial Board of *The Journal of Continuing Higher Education*.

BE IT RESOLVED that the Association in convention assembled extend to Sammie Lynn Puett, Gayle Cooper, and the University of Tennessee its sincere appreciation for the continued maintenance of the ACHE listserv, and excellent communication and networking vehicle among the membership.

Resolutions In Memorium

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Dalmas A. Taylor, vice president for academic affairs at Lincoln University. We extend our sympathy to his family and colleagues.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of J. Arthur Adams, director of continuing education at McNeese State University. We extend our sympathy to his family and colleagues.

BE IT RESOLVED the Association in convention assembled notes with deep sadness the death of Miriam Williford, associate provost for Continuing Education and Public Service, emeritus, at the University of Massachusetts at Amherst, and beloved past president of NUCEA. We extend our sympathy to her family and colleagues.

BE IT RESOLVED that the Association in convention assembled notes with profound sadness the death of Eleanor Ison Franklin, Dean (emeritus) of the Howard University School of Continuing Education. Dr. Franklin was instrumental in planning the 1993 ACHE Leadership Institute, and served for a while as ACHE's representative to CAEL meetings. To her immediate family and friends, and to her large and devoted extended families at Spelman College and Howard University, we extend our most sincere sympathies.

BE IT RESOLVED that the Association in convention assembled notes with deep sadness the death of Mary Nelle Hardee, coordinator of the Division of Continuing Education's Jackson Site at the University of Tennessee, Martin. We extend our sympathy to her family and colleagues.

Resolution of Celebrations

BE IT RESOLVED that the Association in convention assembled congratulate ACHE past president John Michael Sweeney on the occasion of his retirement as Dean of the School of Continuing Education at Fairfield University, and thank him for his many years of outstanding leadership in this Association. The Code of Ethics, which ACHE adopted in 1997, is a culminating hallmark of Mike's commitment to ensuring that our Association and profession go about our work within a framework of quality, excellence, and highest ethical standards. We extend our best wishes to Mike in his retirement.

BE IT RESOLVED that the Association in convention assembled express it's congratulations and appreciation to Senator John Glenn and the Discovery crew for their demonstrable commitment to lifelong learning and study of the aging process.

Respectfully submitted by Jan Jackson, Chair
Committee on Resolutions

APPENDIX E

Community and Two-Year College Committee 1998 Report

1. Sent out more than 200 brochures for fall conference program "Call for Papers."

2. Sent ACHE information to 150 community colleges—all members of Travelearn.

3. From the time our survey of community and 2-year colleges went out in March 30, 1997, to meeting at Penn State, we had five community or 2-year colleges join as institutional members and nine professional members join. Since October 1997, we have had three colleges join as institutional members and seven professional memberships from community or 2-year colleges.

Submitted by Deana T. Howard, Chair.

APPENDIX F

Constitution and Bylaws Committee 1998 Report

There were no assignments or questions addressed to the Constitution and Bylaws Committee during the year.

Nick Kolb, Chair

BEST COPY AVAILABLE

APPENDIX G

International Continuing Higher Education Committee 1998 Report

Held meeting of ICHE Committee at the annual meeting of ACHE at Penn State. Dick Dewey, Portland State University, agreed to chair the Outstanding ICHE Awards Committee. Agreed to propose a session for the 1998 ACHE meeting in Fort Worth. Discussed international activities being conducted by members of the Committee. Sponsored the Outstanding International Continuing Higher Education Program Award. Ed Minnock, Saginaw Valley State University, chaired the committee.

Award winners and presenters at the conference were:
Janet Paterson, Penn State University
Jeri Childers, Penn State University
Richard Dewey, Portland State University
Michele Berke, Gallaudet University
Samuel De Wald, Penn State University (honorable mention)

Suzanne Johnson, University of Texas Pan American, announced the winners at the Awards Banquet.

Sponsored a concurrent session during the Annual Meeting at Penn State on Monday, October 27, 1998, from 9:45-11:00 am featuring the award winners listed above. Sponsored two ICHE roundtables at the Annual Meeting Luncheon.

Appointed Dick Dewey chair of the Awards Committee. The Committee has identified one ward recipient to be recognized at the 1998 Annual Meeting: Xavier University's Corporate Training Program.

Submitted by Dr. Ed. Minnock, Chair

APPENDIX H

Minority Affairs Committee 1998 Report

October 1998

I extend warm greetings to the Officers, Board, and members of ACHE on behalf of the Minority Affairs Committee.

The Minority Affairs Committee has not met as a full committee since the ACHE Annual Meeting that was held at Penn State. Times like these (when committee reports are due) make the newly proposed terminology which you have discussed among Board members seem most appropriate and timely. To have our committee become a "Minority Affairs Network" within ACHE would help to more clearly clarify what we are doing and seek to do within this professional organization.

During the Minority Affairs Breakfast that was held at Penn State, the committee Chair, in a brief address entitled, "The State of Minority Affairs", challenged committee members to find creative ways, within ACHE, to more specifically and directly address certain critical issues that face minority members. Among the issues identified were Proposition 209 in Cali-

fornia, Hopwood vs. the University of Texas Law School and other challenges to equal access to higher education made by the Center for Individual Rights and other similar conservative organizations. Some committee members have experienced difficulty convincing their colleagues that ACHE is an organization that deals with issues of particular relevance to minority constituencies. It was suggested that careful attention given to these types of issues might help to increase the level of minority participation in ACHE.

Although committee meetings were not held during the year, several committee members were consulted, by telephone, as plans were made for the Minority Affairs Breakfast to be held on November 2nd Ft Worth. On behalf of the entire committee, sincere appreciation is extended to President Dale Myers, the Executive Committee and the Board for the financial support provided to enable the committee to have as its breakfast speaker, Ms. Cheryl D. Fields, Executive Editor, ***Black Issues in Higher Education*** magazine. ***Black Issues*** is one of our nation's premier sources of carefully researched information on higher education issues that effect minority constituencies. We are confident that her presence with us in Texas will result in increased visibility for the committee and greater appreciation for the committee's unique role within ACHE.

Committee members are continuing to gather data to more clearly discern 'who's where' among minorities in higher education, in order to acquaint the same with the many benefits of membership in ACHE. We believe these continued efforts by the committee or the future Minority Affairs Network will result in increased, more in dept involvement of persons of color in the future work of this valuable network of leaders for life-long learning.

APPENDIX I

Network Team for Instructional Technology and Distance Learning 1998 Committee Report

The "Tech Team" had a good year this year. We took seriously the Board's focus on networking and concentrated on conference phone call sessions during which we shared information and discussed areas of common concern. We talked about a variety of things including hardware, software, and video conferencing equipment; the positioning of distance education within the college or university structure; problems with students and with instructors; new programs and successes; consortia; and world-wide learning.

From these discussions grew the idea of fashioning an annual meting concurrent session around some of the *non*-technical challenges distance educators inevitably face. This is an important topic not always addressed, as most distance education discussions focus on the technology. We are going to try a non-traditional format for this session and feature Rosemary Owens, Steve Wright, and Cindy Formak Kirk, with yours truly as moderator.

In addition to our fun and lively phone conversations, the Tech Team published several pieces in *5 Minutes with ACHE*. This publicity raised our profile and netted us seven new members by the end of the year! We also continued chipping away at a national-level award to be given for the innovative use of technology in instruction.

The award criteria have now been approved and next year's Team will be conducting the first nominations process.

Our other project this year was establishing a team web site. One of our members designed and mounted a site only to leave continuing education shortly thereafter. So now we are working with Lisa Minnick and the national office to find a new home for the website than can remain permanent regardless of the make-up of the Team.

Mary Bonhomme from Purdue will chair the group next year. All Team members and I look forward to working with Mary and to having a great 98-99 year.

Dr. Kathleen Stinehart, Chair

APPENDIX J

Nominations and Elections 1998 Committe Report

Ballots post-marked by Friday, August 14, were accepted until Wednesday, August 19, 1998, and then the results were tabulated. Of the 35 ballots, 10 were received by fax. There were no duplicate ballots; however, 4 ballots were ineligible. There was one write-in vote.

I am pleased to report that the new officers and directors are:

Patricia Lawler	President-Elect
Nancy Thomason	Vice President
Oakley Winters	Director-at-Large
Ronald Blankenstein	Director-at-Large

Please note that Nancy's election as Vice President leaves a Director-at-Large vacancy; we will need to appoint someone to fill out the final year of her term.

Respectfully submitted by Paula E. Peinovich for the 1998 Nominations Committee.

APPENDIX K

Older Adults 1998 Committee Report

This year the Older Adults Committee (OAC) continued to demonstrate a strong commitment by current members and a growing interest by new members.

Nine members met on Sunday, October 26, 1997, for the OAC's committee meeting during the annual meeting of ACHE at Penn State. Members present were Barbara Ginsberg, OAC chair, Kingsborough Community College, NY; Judith DeJoy, University of Georgia; Norma Long, Renaissance Institute, MD; Charlene martin, Assumption College, MD; Toni Miele, Marywood University, PA; Anita Pescow, Queensborough Community College, NY; Ed Williams, Travelearn, Inc., PA; Edna Wilson, Marywood University, PA; and Jim Verschueren, Elderhostel, ACHE Board liaison to the committee.

At the annual meeting, the OAC held its annual committee meeting, held a concurrent session at which the winner of the Exemplary Program Award was introduced and spoke about their programs, and sponsored four participants at the Poster Sessions.

As in years past, the OAC membership was updated. Correspondence with greetings from the chair was sent to all members along with the OAC meeting minutes, proposal applications for the next conference, and the OAC Model Program Award applications. A second letter was sent reminding all members of the deadlines for proposal and award applications.

Mary Burkhart agreed to chair the committee for the October 1997-October 1998 term.

Most issues of Five Minutes had articles relating to Older Adult Learners and information about the Awards and how to make submissions was included. The committee has been pleased with the visibility afforded activities for older adults through such articles and agreed to continue to use Five Minutes as the primary vehicle for publicizing programs, research, and information about older adult learning and education.

Judith DeJoy agreed to again chair the Awards Committee with committee members Anita Pescow and Edna Wilson.

The choice for the Exemplary Model Program was again exciting. There were many strong applications from which the committee was able to select a deserving winner. Our Award Committee honored the Northwestern University Institute for Learning in Retirement, Evanston, IL, and Beth Hart, Northwestern's administrator, will make a presentation on the ILR at the Ft. Worth meeting.

The Awards Committee was pleased that many strong and deserving applications were submitted for the Outstanding New Program category, after not being able to make this award last year. The program chosen to hone was Rivier College Institute for Senior Education, Nashua, NH, and Rose Arthur, the director of the program, will make a presentation at the Ft. Worth meeting.

Respectfully submitted by Mary Quinn Burkhart, Ph.D.
1997-1998 OAC Chair

APPENDIX L

Professional Development 1998 Committee Report

Scholarship Winner

This year ACHE through the Professional Development Committee established a scholarship program. The scholarship is available up to $1500 for an ACHE member who is engaged in graduate studies on either a full-time or part-time basis. At the May board meeting, the Board approved Cynthia Jane MacGregor who works at Drury College in Springfield, Missouri. She has been admitted to a doctoral program at the University of Missouri-Columbia. President Dale Myers has sent a letter of congratulations to Ms. MacGregor. Also, letters of regret have been sent to the other four applicants. The scholarship will be given to Ms. MacGregor at the Award Banquet in Fort Worth, Texas.

Concurrent Session

The Professional Development Committee is sponsoring a concurrent session at Fort Worth. The session is entitled "Workforce Education and the Academy: Changing Landscape or Different Planet." The session will utilize a panel, and the following people will speak: Pat Brewer, the University of Georgia; Pauline Drake, Spelman College; Doreen O. Maxey, Louisiana State University; Sylvia Rody McLaurin, The University of Georgia; Rosemary Owens, Middle Tennessee State University; Wayne L. Whelan, Trident Technical College; and John M. Yates, Murray State University.

Ft. Worth Poster Session

The committee will have a display to promote its concurrent session and to highlight workforce development.

Ft. Worth Committee Meeting

The Professional Development Committee will meet at Ft. Worth, and the main agenda will be to recruit interest and committee membership. The committee will also identify next year's goals. Two goals already targeted will be to solicit nominations for the Professional Development Scholarship and to sponsor a concurrent session at the Annual Meeting in Cincinnati.

Respectfully submitted by Sylvia McLaurin

APPENDIX M

Publications Committee 1998 Report

Present: Bob DeRoche and Ron Sundberg, Co-Chairs, Karen Garver, Linda Heindel, Norma Long, Rick Osborn, Donna Queeney, Paul Sable

1. The minutes of the Palm Desert meeting were approved.
2. **Review of Publications**

a. JCBE - Donna Queeney reported that the UCEA publication was going to one issue per year.
So not all are a healthy as our JCBE. She indicated that ours is more practical. She has added a contributing editor (Bob Simerly) and a distance education column. She now has an electronic review process which has been a great help. Emphasis is on quality articles rather than quantity. We will stay with three issues per year.

b. Proceedings - Karen reported that the use of e-mail and her attendance at the Program Committee meetings has helped her in putting Proceedings together. It is still difficult, however, to get the general presentation presenters to produce their notes, speeches, etc. Karen indicated last year that she will be stepping down from this position and that this is her last Proceedings. The Committee on behalf of the Association gratefully thanked her for a job well done. Rick Osborn will take over as editor of Proceedings. Karen and Rick will work together for a smooth transition.

c. Five Minutes With ACHE - The Committee felt that this publication was timely and useful, but that it needed more contributions from Association members. It was also suggested that Five Minutes should mention that the Journal would welcome more manuscripts.

d. ACHE Directory - no discussion

3. **New Business**

a. Donna presented her appointments to the Editorial Board. These are presented to the ACBE Board with a "cc" to the Committee. There were two new appointments this year.

b. The new Editor for Proceedings beginning with the 1998 Annual Conference will be Rick Osbom.

c. Subscription Campaign for JCBE - Paul Sable handled this again and reported that we received 80 new subscriptions. This more than paid for the campaign. Paul recommended that this campaign be done every 2 to 3 years. Paul thanked the Committee for its help and the Committee thanked Paul for another well done campaign.

4. **Old Business**

a. We discussed Committee membership. We need recommendations for new members. Ron Sundberg will become Board Liaison to this committee. Therefore, Bob will Chair alone next year. It is hoped that Ron will come back as Co-chair when his term on the Board is finished, but we are glad that he is still with us in this new role.

b. There was a general discussion about developing a "family look" among the publications. We will have to see what comes out of the new marketing proposal from the Board. Linda mentioned that their might be some mentoring possibilities from this committee to editors or potential editors of regional newsletters. However, not all of the regions produce a newsletter.

Respectfully submitted, Robert J. DeRoche, Chair

APPENDIX N

RESEARCH Committee 1998 Report

No awards were given in 1997 for presentation at the 1998 Annual Meeting. At the 1997 Annual Meeting, the board voted to increase the total research award to $3,000. The increase was viewed as an additional incentive to applicants. It was decided that the research committee would determine the number of proposals and the exact amount of funding (not to exceed $3,000) for each proposal.

Two proposals were funded in 1998 for presentation at the 1999 Annual Meeting:

- Steven Bialek, Ph.D. Candidate, University of Wisconsin-Madison for "Enrollment Decisions of Adult Students: Influence of an Institution's Continuous Enrollment Efforts"

- Barbara Jaffe, Ph.D. Candidate, University of Pennsylvania for "Motivation and Reward: The Relationship Between Adult Women's College-going and their Careers."

During the past year, outreach efforts were increased. Committee members posted information about ACHE Research Grants on various list servs. Information appeared in Five Minutes. Flyers were circulated at the Annual Meeting and several regional meetings. The Research Committee will conduct a special session on "Establishing a Research Agenda: Where to Begin" at the 1998 Annual Meeting. The purposes of the session are to acquaint participants with research design and to discuss ways to integrate research in professional practice.

Submitted by Dr. Edna Farace Wilson, Chair

APPENDIX O

Officers, 1998-99

President
Dale K. Myers, Thomas More College

President-Elect
Scott Evenbeck, Indiana University – Purdue University at Indianapolis (IUPUI)

Vice President
Patricia A. Lawler, Widener University

Executive Vice President
Wayne L. Whelan, Trident Technical College

Immediate Past President
Paula Peinovich, Regents College

Board of Directors
Gayle Cooper, University of Tennessee
Regis M. Hail, Southwest Missouri State University
Rosemary Owens, Middle Tennessee State University
Ronald Sundberg, Elmira College
Nancy Thomason, East Central University
Allen Varner, Indiana State University
James Verschueren, Elderhostel Institute Network

Editors
Donna Queeney, editor
The Journal of Continuing Higher Education
The Pennsylvania State University

Rick Osborn, editor
Proceedings
East Tennessee State University

Regional Chairs

Region I: Charlene Martin, Assumption College
Region II: Laura Smith, SUNY at Oswego
Region III: Francis Markunas, Montclair State University
Region IV: Nancy Allen, Beaver College
Region V: Oakley Winters, Western Carolina University
Region VI: John Loch, Youngstown State University
Region VII: Kathy Warden, University of Tennessee
Region VIII: Jane Smith, Washington University
Region IX: Jan Jackson, California State University – San Bernardino
Region X: Frank Santiago, Brigham Young University
Region XI: To Be Announced

APPENDIX P

1998 Committees

Program Committee
Allan D. Varner, Indiana State University, Program Chair
Donald B. Clardy, Baker University
Pauline Drake, Spelman College
Scott E. Evenbeck, Indiana University-Purdue University at Indianapolis
Susan Fitzgerald, Fairfield University
Karen Garver, University of Nebraska at Omaha
Robert Geiman, Le Tourneau University
Phillip Greasley, University of Kentucky
Vann H. Gunter, Midlands Technical College
Regis M. Hail, Southwest Missouri State University

Margaret Hale-Smith, Lansing Community College
Benjamin Hodes, Duquesne University
Arthur Hoover, Eastern Michigan University
Diana Kelly, Cuyamaca College
Mary Kay Meyer, Xavier University
Dale K. Myers, Thomas More College
Rick E. Osborn, East Tennessee State University
Rosemary W. Owens, Middle Tennessee State University
Barbara A. Roseboro, Wayne State University
Shirley Smith Hendrick, The Pennsylvania State University
Ronald E. Sundberg, Elmira College
Tish Szymurski, University of Pennsylvania
Guadalupe Vadillo, University of the Americas
James H. Vondrell, University of Cincinnati
Veva Vonler, Texas Woman's University

Local Arrangements Committee
Diana Lovin, Texas Christian University
Robert Stakes, University of Texas at El Paso
Lisa Zabel, University of Texas at El Paso

Appendix Q

Roll of Past Presidents and Annual Meetings

Year	Place	President	School
1939	New York	Vincent H. Drufner	University of Cincinnati
1940	Omaha	A. Caswell Ellis (acting for Drufer, deceased)	Cleveland College
1941	Cleveland	A. Caswell Ellis	Cleveland College
1942	Buffalo	George Sparks (acting for A. L. Boeck, resigned)	Georgia State University
1943	Chicago	George Sparks	Georgia State University
1944	Pittsburgh	Norman P. Auburn	University of Cincinnati
1945	Philadelphia	Lewis Froman	University of Buffalo
1946	New York	Henry C. Mills	University of Rochester
1947	Minneapolis	. W. Stramm	University of Louisville
1948	New Orleans	Rollin B. Posey	Northwestern University
1949	Cincinnati	Herbert Hunsaker	Cleveland College
1950	Denver	Frank R. Neuffer	University of Cincinnati
1951	Detroit	Robert A. Love	City College of New York
1952	Atlanta	Cortell K. Holsapple	Texas Christian University
1953	St. Louis	Henry Wirtenberger, S.J.	Cleveland College
1954	Milwaukee	Willis H. Reals	Washington University
1955	New Orleans	John P. Dyer	Tulane University
1956	New York	George A. Parkinson	University of Wisconsin
1957	Montreal	William H. Conley	Marquette University
1958	Louisville	Alexander Charters	Syracuse University
1959	Pittsburgh	Richard A. Mumma	Johns Hopkins University
1960	San Francisco	Kenneth W. Riddle	Drexel University
1961	Cleveland	Richard A. Matre	Loyola of Chicago
1962	Miami	Daniel R. Lang	Northwestern University
1963	Boston	Richard Deter, S.J.	Xavier University
1964	St. Louis	Earnest S. Bradenburg	Drury College
1965	Dallas	Ralph C. Kendall	University of Toledo
1966	Buffalo	Richard F. Berner	State University of New York, Buffalo
1967	New Orleans	Ernest E. McMahon	Rutgers University
1968	San Francisco	William Huffman	University of Louisville
1969	Washington, D.C.	Raymond P. Witte	Loyola of New Orleans
1970	Montreal	Clarence Thompson	Drake University
1971	Des Moines	Joseph Goddard	University of Tennessee
1972	New York	William T. Utley	University of Nebraska at Omaha
1973	Chicago	Hyman Lichtenstein	Hofstra University
1974	New Orleans	Carl H. Elliott	Tri-State University
1975	Salt Lake City	Alban F. Varnado	University of New Orleans
1976	Philadelphia	Richard Robbins	Johns Hopkins University
1977	Montreal	William Barton	University of Tennessee
1978	Forth Worth	James R. McBride	Canadian Bureau for International Education
1979	Toronto	Lewis C. Popham, III	State University of New York, Oswego
1980	Knoxville	Gail A. Nelcamp	University of Cincinnati
1981	Los Angeles	Frank E. Funk	Syracuse University
1982	New Orleans	Leslie S. Jacobson	Brooklyn College
1983	Dallas	Louis E. Phillips	University of Georgia
1984	Boston	Wayne L. Whelan	University of Tennessee at Knoxville
1985	Atlanta	Frank Santiago	Brigham Young University
1986	Philadelphia	Stanley J. Gwiazda	Drexel University
1987	Indianapolis	Nicholas E. Kolb	Indiana University of Pennsylvania
1988	Salt Lake City	Hal Salisbury	Trident Technical College
1989	Charleston	Peter K. Mills	Nova University
1990	Miami	John Michael Sweeney	Fairfield University
1991	Seattle	Sam C. Bills	University of Tennessee at Knoxville
1992	Milwaukee	Nancy Gadbow	Nova University
1993	Jackson, MS	Jan Jackson	California State University, San Bernardino
1994	Toronto	James H. Vondrell	University of Cincinnati
1995	Kansas City, MO	Ronald D. Ray	South Carolina State University
1996	Rancho Mirage, CA	Norma R. Long	College of Notre Dame of Maryland
1997	The Pennsylvania State University	Paula E. Peinovich	Regents College
1998	Fort Worth, TX	Dale K. Myers	Texas Christian University University of Texas at El Paso

APPENDIX R

Citations for Leadership

YEAR	PLACE	RECIPIENT
1965	Dallas	Alexander Liveright
1966	Buffalo	Cyril O. Houle
1967	New Orleans	John P. Dyer
1968	San Francisco	Frank R. Neuffer
1969	Washington, DC	Edwin H. Spengler
1970	Montreal	Richard T. Deters, Daniel R. Lang
1971	Des Moines	Howell W. McGee
1972	New York	Robert F. Berner
1973	Chicago	Alexander N. Charters, Ernest E. McMahon
1974	New Orleans	(no award given)
1975	Salt Lake City	Paul Sheats
1976	Philadelphia	(no award given)
1977	Montreal	(no award given)
1978	Fort Worth	John B. Ervin
1979	Toronto	J. Roby Kidd
1980	Knoxville	(no award given)
1981	Los Angeles	MacNeil-Lehrer Report
1982	New Orleans	Joseph P. Goddard, Adele F. Robertson
1983	Dallas	(no award given)
1984	Boston	Grover Andrews
1985	Atlanta	(no award given)
1986	Philadelphia	Leslie S. Jacobson
1987	Indianapolis	Louis Phillips
1988	Salt Lake City	(no award given)
1989	Charleston	(no award given)
1990	Miami	(no award given)
1991	Seattle	Roger Hiemstra
1992	Milwaukee	(no award given)
1993	Jackson, MS	Sam C. Bills, Calvin L. Stockman
1994	Toronto	(no award given)
1995	Kansas City, MO	Robert Simerly
1996	Rancho Mirage, CA	Clifford Baden, Morris Keeton
1997	The Pennsylvania State University	Henry Spille
1998	Fort Worth, TX	(no Award given)

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